

## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

Vol. 11

DECEMBER, 1936

No. 4

# The VESTAL VIRGINS of EDUCATION

By

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THE Romans were wise old owls. Knowing as they did that women, in that age of feminine emancipation, must have other outlets for their energies than household duties, and knowing, too, that female domination in any vital phase of the life of the empire would mean confusion, they devised a way of giving the ladies an employment which satisfied the feminist urge for a career—but at the same time prevented them from doing any damage.

They created the cult of the Vestal Virgins, high priestesses of the goddess Vesta, Guardian Angel of Mankind and Keeper of the Hearth. These priestesses were educated in special normal training schools, were forbidden to marry, were subjected to drastic moral codes, and were accorded social position of preëminence.



EDITOR'S NOTE: "Education is permeated by the technique of cradle-rocking," charges Mr. McColley, who is a teacher in the Dixon, Illinois, public schools. And how are the Seven Cardinal Principles of Secondary Education dealt with in our high schools under this feminizing influence? The author answers that. He is not against women teachers, nor against their preponderance in our schools. He is dead set against the regulations that keep women teachers from marrying.

It was Something to be a Vestal Virgin; yet from the masculine standpoint there was no social hazard involved.

We Americans, sadly, are not so wise. We may say that the lawyer HE pled his case and the doctor HE plied his patient with pills and the baker HE baked a proud pie and the chef HE prepared a tasty stew, but we must say that the teacher SHE explained why a straight line is the shortest distance between two points.

This is one of those things which may be classified as a New World phenomenon or as an American anomaly, for etymologically, historically and functionally the teacher is quite as masculine as the lawyer, the doctor, the baker or the chef. True, there has been evolved a rather more masculinely connoted equivalent of "teacher" in the word "educator," but there is something pansy-like and unconvincing about the term "educator." Just as well call a scarecrow a bird alarm.

The transfer from male to female of the age-old responsibility for perpetuating the mores and preserving our institutions has been gradual, spread as it has been over a period of centuries.

There was a time when only the males, and only the more accomplished among them, were considered competent to transmit the accumulated skills in the arts, trades and sciences. Imagine young Miss Rain-in-the-face teaching the young of the tribe how

to get along in the world! It might be contended that civilization has made the transmission of skills purely automatic and thus has made the possession of those skills by the instructor unnecessary. Likewise it might be contended that the skills needed today are not beyond the grasp of emancipated and enlightened womanhood.

At any rate the processes of education in the United States today are applied almost totally by a regime of pleasant spinsters who have few counterparts in the entire story of mankind, unless we liken them to the Vestal Virgins of Old Rome.

Before an irreparable misunderstanding develops, it should be explained that no fault is being found with women in teaching or in any other profession. No one would seek to throw eminently successful females out of teaching any more than it would be advocated that women be expelled from medicine, the law, architecture, engineering or bakery. (Though there might well be a notable clamor if the ladies were able to gain such a strangle-hold upon those professions that they would seek to change the color-scheme of the jaundiced, or that they would insist upon opening court with a ballet featuring the Goddess of Justice and her retinue of nymphs and sprites, or that they would replace the blueprint with pastel shades.)

If, returning from a Sunday afternoon stroll, one were to find that the Great Dane had been ejected from the dog house, with the noble creature's place occupied by a cunning little Persian kitten, one would surely wonder what had happened.

The Great Dane of Education is no more, and one must wonder why femaleness is today practically the sole distinguishing characteristic of American schools.

First of all, female labor is lower-priced than male labor. When education entered the volume-production field, the captains of the industry found it expedient to cut per-unit costs. It would seem that Mr. Ford has not yet seen the light which educators

are following to Bethlehem, for he has never practiced the economy he might find in the exclusive employment of spinsters.

Then of course women are considered to be more apt in the handling of children. Education is so permeated by the technique of cradle-rocking that women seem to be essential, for there admittedly is something cosmically inharmonious in the idea of a man singing nursery rhymes and administering the functional rites of a day nurse.

Too, it might be difficult to find a million red-blooded males in this land of ours to re-establish the masculinity of the profession of teaching.

With the institutionalization of education and the resulting automatonization of teachers there came a decay in the virility and effectiveness of the educative process. Young men edge away from pedagogy as if it were leprous, and would as soon be milk-maids as teachers.

After the War of Secession there came a growing wave of feminism which hurled itself against the trades and professions hitherto closed to women. Sensing, perhaps, that education was the weakest link in a masculine-dominated economy, these feminists concentrated their attack there until resistance was worn down. The result is tragic to admirers of the Great Dane, for education has been doomed, it would seem, to flagrant and interminable feminism.

As the institutionalism of education developed apace, "organization" and "system" became the all-important factors. Our public-school "systems" had to be filled with individuals who would serve God, Mammon or the Superintendent with equal zeal and devotion. Women, feeling that they were enjoying a rare privilege merely to be tolerated in a man's profession, certainly would never take issue with orders from the front office.

As a fifth reason for the widespread femaleness of American education, consider the fact that as "systems" developed and became perfected, the idea grew that anyone

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could teach school just as anyone should be able to operate a sausage grinder.

Why not, then, employ those who couldn't get any other kind of job and, of course, pay them the conventional scavenger's wage? Naturally men are not attracted to such a profession, but what of it?

The results of this process of feminizing education must be reckoned in terms of the product. It is not valid to decry the lack of men in teaching merely because teaching once was a man's profession. Neither is it valid to lament the lowering of wages which has resulted from the influx of women. Upon what grounds, then, may one object, validly, to the neo-Amazons of education?

Education must be considered as a process of adjustment. Using the Seven Cardinal Principles as a basis, it may be seen that this process of adjustment has many angles. Examine the various angles of the process in the light of the relative merits of males and females as dominant teaching personalities.

Eight hundred thousand women on a dead man's chest! Yo ho ho and a box of aspirin! What may be expected after a half-dozen generations of domination by education's vestals?

Education, we are told, should lead to a good start in the serious business of making a living. The ladies, even in their most adorably impractical moments, would hardly question the desirability of that objective. However, there seems to be reason to believe that your high-school graduate is notably averse to manual labor in spite of the lack of demand for white collar workers.

In 1930, only some 12 per cent of the nation's employees were of the clean-handed type. Women certainly prefer their men to be free from the grime of toil—and a regime of women in education cannot be expected to preach convincingly the doctrine that it is noble to soil one's hands and besmudge one's clothing. There may be reason to fear an ultimate blue-shirt dictatorship in the United States as a result of the dogma of the lily-white hands if the vestals retain

their dominant influence upon education.

Red-blooded boys will, in increasing numbers, desert the ranks of the to-be-educated and will turn to their only salvation from economic suffocation: the ranks of the unwashed. The idea that education is a means of gaining a living without working for it is purely feminine.

The Seven Cardinal Principles of education include the ideal of good citizenship. The feminine approach to this ideal is by way of precept, with oft reiterated extolling of those sterling qualities for which we have been taught to revere Washington, Lincoln, and Susan B. Anthony. Our vestals, lacking an appreciation of the practical applications of truthfulness, honesty, and the other civic virtues, would have these qualities accepted in the "there's a good girl!" fashion.

The good citizen, by the feminine interpretation, would never steal his neighbor's garbage can, although smearing garbage upon a neighbor's reputation may at times just be good clean fun. Similarly, the good citizen, by the philosophy of the vestals, would not deny cutting down his neighbor's cherry tree, although it really is not reprehensible to participate in a friendly exchange of gossip which may lead to the permanent blackening of a character.

The vestals teach that the good citizen will neglect no opportunity to exercise his voting power, even though he doesn't know this candidate from Adam nor that from Eve. The upshot of vestal education for citizenship is that it is entirely virtuous to participate in gang politics if one does so innocently and without damage to one's conscience.

There is the principle of health as an outcome of education. The vestal virgins are exceedingly intense in this regard.

They grow fanatic in behalf of tooth brushes. They labor ceaselessly to secure proper care for hands and fingernails. They put in extra hours to chase every last nit from every single scalp.

But—such matters as the cultivation of

salutary mental and neural habits, and the avoidance of such scourges as the social diseases are outside the sphere of the vestals. Good people, these estimable ladies are prone to reason, never have bad diseases, so the way to robust health is simple: be good. If one is overtaken by some vile malady it is only that the hand of God has been extended in retribution.

Another objective set up by the educators is the development of ethical character. The feminine interpretation of this fanciful concept is to implant the fear of God so firmly in the minds and hearts of the young that there can be no straying from the path called righteous.

The masculine ideal of ethical character, on the other hand, is likely to call for the development of sufficient moral courage that one can adhere to a self-developed and self-imposed code—even though the code might demand covering one's legs when the mode calls for bareness. The feminine instinct is that the crowd is right, and that if an individual's ideals do not jibe with the group's, then the individual must be at fault. Strength of purpose or force of conviction cannot, therefore, be an integral part of the feminine interpretation of ethical character.

Our allegorical friend, Casper Milque-toast, is essentially a product of the feminine mode in education.

There is an educational objective referred to as "Worthy Home Membership," the significance of which is different to different persons. It is likely, however, that the vestals, guardians of the hearth, attach to it some such mystical quality as that possessed by a St. Bernard dog.

Although themselves homeless, the vestal virgins of education are assumed to be able to inculcate ideals which can guide young people through the mazes of courtship and home-making. It may be taken for granted that the vestals will seldom interpret "Worthy Home Membership" as involving a studied understanding of the mutual obligations of the marital relationship—concerning

which they can know nothing except "what they read in the papers."

The only approach the vestals can make to the problem of worthy home membership is along lines of caloric contents of broiled lobsters and bran muffins—with perhaps a vague conviction that husbands should not run around much of nights.

It is maintained that education should solve the problem of what to do with leisure time. Thus far, vestalian efforts have been singularly ineffective in dealing with the difficulties involved here. Somehow the country doesn't seem to take to the type of literature recommended by the school marms, nor has it gone in for stamp collecting or charades in a big, constructive way.

The *Atlantic* still lags behind *True Stories* in circulation, and the uplift movement in motion pictures grows sporadic. Gambling at bridge is somewhat more popular than anagrams and the invention of new varieties of cocktails holds an appeal somewhat more popular than the collection of recipes for nourishing soups.

The masculine ways of training for wise use of leisure would be to permit the existence of more leisure time in school hours, with perhaps a period of time for the cultivation of a technique for the use of leisure—a period which, with the help of Heaven, would have to be kept free from the blight of "extra-curricular activities."

The vestals remain convinced that the devil finds work for idle hands to do, and those good women are too much in awe of the Satanic power to enter into competition with the Old Boy.

"Mastery of the fundamental processes" is the last on this list of ideals dictated by the powers of education. To the vestals this means the rehashing of such inspirational influences as are to be found in the multiplication tables, the rules of syntax, and the muscular movement in writing.

"Let's finish the job!" becomes the slogan of the ladies of education, and any glimmer of light which may have survived the har-

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rowing years of formalized education is conscientiously snuffed out by the solicitous care of history teachers that the work of their students shall be free from errors of spelling, punctuation and mode, and by the determination of mathematics teachers that the reasoning power and logic which should characterize a mathematician must be sublimated to a mechanical proficiency in doing cube roots and in reciting axioms and logarithms.

The masculine interpretation of mastery of fundamentals pertains to ability to apply knowledge to situations. The vestals would have each individual's knowledge so complete and so all embracing that there will be a few super-human geniuses who will be graduated from college with their minds completely card-catalogued and cross-referenced.

It will invite dispute to make the assertion that the regime of the vestal virgins of education is making sissies of our citizenry. But certain traits, typically feminine, have become engrafted upon the American character since the days of the forefathers. What are these traits?

Between the two sexes, women are undoubtedly the more subject to suggestion. And, by and large, the whole population of these United States is gullible and fatuous almost to the point of tragedy. False prophets, gold-brick men and artful dodgers find easy victims among the generations tutored by the vestal virgins. Our country is the Promised Land of faddists and the Mecca of crack-pots. The traditionally hard-headed Yankee is so nearly extinct that he must soon be looked for in the realm which shelters Blackhawk and the wild horse and the roving buffalo.

The feminine tendency is toward worship of the overstuffed and the Gargantuan. So, in the American psychology, size is the criterion of value, as may be observed in the appeals of advertisers in building up products ranging from the "jumbo" loaf of bread to the "giant" box of soap chips and the "big,

roomy" low priced car. This phenomenon does not appear to be a carry-over from frontier days when everything, from crab-apples to razor-back hogs, came small.

Fear of collective judgment is another feminine characteristic so firmly attached to the American mind that from adolescence on it becomes a bogey.

We had much rather be shoddy internally and spiritually than shoddy externally and physically. "I'd rather look right than be right," says the feminine, and the American, type of mind—and this national attitude is reflected in slavishness to styles, devotion to dogmas, instalment-plan buying, and surface beautification.

It is also characteristically feminine and typically American that we as a people are devoted to a multitude of little amenities by which we hoodwink ourselves into overlooking the unnecessary sordidness with which we are surrounded. Our dramas, photoplays and novels must have their happy endings if they are to be popular—and there is a general repugnance to realism in art in general. As long as things look all right we are not overly concerned about their essential virtue.

Then there is the American illusion of grandeur—surely as feminine as any characteristic could be.

A motorist buys a tankful of gasoline and expects to be salaamed as if he were Jehovah. Upon buying a quarter's worth of oysters a customer takes it for granted that the manager should personally escort him to the door of the store. Another quarter can purchase for us the Oriental magnificence of the movie palace, and we may listen to flattering salesmen with no obligation whatever.

What woman, or what woman's man, wouldn't overlook a bit of inadvertent cheating after having been gratified so charmingly and so completely?

Now let us pause for a moment. This discussion started by insinuating that our public schools are "manned" by an overpowering preponderance of women. Then it was

developed that such a tide of femininity could not fail to have certain effects, not altogether desirable, upon the pupils guided by these ladies. Then an attempt was made to point out the existence in the American character of certain essentially feminine traits traceable to the predominance of women in the American educational scheme.

And now what? Demand the banishment of lady pedagogs?

Not at all. The evil resulting from the feminization of American education is inherent not in the fact that women are employed as public-school teachers but rather in the circumstances under which they are employed.

An edict of banishment should be directed, not against female teachers as such, but rather against the selfish interests which thus far have exploited women teachers and which have been responsible for the domination of American education by the female psychology.

There is needed the strict observance of a single standard for men and for women in education—a single standard which offers equivalent rewards to men and to women for the same type of work, and which makes no attempt to dictate marital or other conditions. Organized public education has found that it can employ single women much more cheaply than it can employ heads of families—hence the widespread and quite diabolical rulings against the employment of married women as teachers.

Here, then, is the crux of the whole matter. Do away with the inexcusable practice

of penalizing marriage among women teachers—and what will happen?

Most important of all, better teaching will result. Standards and qualifications can be raised, along with salaries, so that there will no longer be a horde of ephemeral, immature, poorly qualified teachers willing to accept a small wage while marking time in anticipation of something in which they really are interested.

The removal of marriage restrictions would restore a healthy normality to teachers as individual human beings. No woman who is denied the expression of one of the most important and profound human instincts can approach a status of normal emotional balance, and no man who is forced to do what is generally regarded as a woman's work, at a salary which may be called a woman's salary, can be quite happy and effective.

Finally, the removal of marriage restrictions will protect the pupils of America's public schools from the effects of daily contact with the enervating negativism of abnormality. Many have wondered at the increasing neuroticism of America, and the steadily mounting toll of mental illness. Undoubtedly many factors contribute to that state of affairs, but the influence of a system of secularized nunneries is unmistakable.

To condemn each American baby to twelve years' constant, unalleviated association with persons whose existence has been distorted by poorly justified expediency seems bitterly cruel, terribly stupid and utterly needless.

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# A Few Case Studies in Local School Control

By MAURICE J. THOMAS

PROponents of community or local district control and management of our public schools assert that the present "universality" of our educational structure is due, in a large measure, to the closeness to, and the interest of, those who direct it—meaning the public.

It is not my purpose to quarrel with this thesis in its major contention.

I first question its "universality." While our educational system is in evidence in all forty-eight states, no one who has made a study of the varying conditions, support and retaining power, can maintain that equality of service and support is uniform in all states.

We are forced to admit that certain areas are progressive in the type of education offered, in fiscal independence, in the compulsory attendance laws, and universality of opportunity accorded all children. To contend that the South is equal to the East, North or West is absurd, even in its schools for white children. To say that any locality

has the right to determine the type and extent of its educational program is to argue that prejudice, ignorance, and selfishness of states, counties and localities can retard the progress of the Democratic ideal.

The refusal of certain areas to maintain adequate schools, or the breakdown of the financial support for schools in a given community cannot be countenanced in this decade.

We no longer permit promiscuous disposal of sewage because of the known effect on life, not only in the specific locality but because of its contaminating effect on surrounding communities. Lack of educational facilities resulting in poorly trained children has just as serious an effect on our democratic government and the happiness of its people as uncontrolled sewage disposal on the health of the public.

No longer can we accept the dictum that education is the responsibility of the local community.

Many today continue to hold to the belief that local school control is a blessing and that it must be preserved at all cost. I readily admit that in certain specific instances the "cost" is heavy, in terms of money, on the families residing in poor areas, and especially costly in its effect on the lives of children attending its schools.

With increased centralized support, it is becoming more and more the concern of the state to supervise the expenditure of school money. It is ridiculous that local communities can control the spending of state and county apportionment money when it represents 75 to 80 per cent of all school support. If such a system is good for the schools then

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EDITOR'S NOTE: *A public-spirited man speaks in this article—a man who is shocked and aroused by the evidences of incompetence, favoritism, and corruption which he believes are the result of local school control. The author is Maurice J. Thomas, assistant superintendent, King County Schools, Seattle, Washington. "I have often wondered why men and women seek election to school boards," he states, and answers: "Some wish to render real public service, while others. . . ." He offers seven case histories on the others.*

it must be folly for the state to control and supervise the expenditure of the state road money.

If the state were divided into one thousand seven hundred independent road districts, each determining how, when, and what amounts were to be spent in each district, we would soon have the most conglomerate road system possible, each determining what was "good" for that district, with little or no thought given to the effect on the motoring public.

Under such a system roads did not join at township lines, just as our present educational structure now fails to provide uniform and adequate opportunities in all communities. Just as it was necessary to eliminate independent road districts in the interest of the public, reformation in education demands the abandonment of locally controlled schools in the interest of the children.

The township supervisor fought the elimination of the township unit. So too, we can expect the selfish opposition of the local school director to this progressive step.

I have often wondered why men and women seek election to school boards. Each passing year I can see more clearly the answers. A certain number wish to render a real public service. However, there are too many who are actuated by selfish motives. To the former number, all honor. They are unselfish heroes, and are the caliber needed for state and county boards.

To those who argue for local school control, I ask: Why have three hundred board members in a single county, for less than twenty thousand children, when a city in the same county has five members for over sixty thousand children?

Are the problems any greater? Is the need for local management any more pressing? Cannot the same splendid and disinterested service be given to the schools of a county, as it is given to large cities, by one independent school board? Can it be true that the people of a school unit have a greater

interest in education and pupil accomplishments with a local board than without one?

Does it follow that parents are more interested in the small independent community school, in the county, than are the parents sending children to a school in a large city? I assert that greater and truer school interest is maintained where local school politics is divorced from the local school.

A few case histories of local school control follow, to prove my thesis:

*Case 1.* Mr. I. M. Blunt was recently elected to the school board for a term of three years by a substantial majority. No one knew how he felt concerning the school. His election was due to his popularity. He was to bring his business ability to the management of the school.

After his election, he, with the vote of the member who would have to stand for re-election next year, refused to re-employ a teacher who had been in the community eight years and who had rendered satisfactory service. In her place was hired an inexperienced teacher who was the niece of the newly elected member's wife.

Protest, publicity, petitions and threats failed to change the board. Its action was final and irrevocable. Disinterested local control? You answer it. An excellent teacher fired.

*Case 2.* A board which curried local support of business men by school business, purchased without bids eighteen tires at a cost of over \$800. It availed the superintendent nothing to protest that only \$250 had been allowed for tires. This was a "good buy."

In vain did the local school head point out that never had more than five tires been used in any school year. The tires were delivered and deposited on the garage floor. The mechanic was ordered by the superintendent not to touch them. Full newspaper publicity defeated this deal, and the tires were returned to the automobile firm—instead of being allowed to rot for three years on the school's garage floor.

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At the end of the year the superintendent lost his position! Service for the children! This school man did not know how to play politics. . . . Just an impractical pedagogue!

*Case 3.* School District X budgets \$114,000 for a school system with 1,926 pupils and 51 teachers. The school board contracts to pay the teachers \$67,000, or \$1,373 per teacher. The pupil load in this district per teacher is 38. This \$114,000 was provided by the state and county, and a local tax of 7 mills, a reduction of 3 mills in the legal tax rate.

School District Y budgets \$113,000 for a school system of 1,439 pupils and 46 teachers. The school board contracts to pay the teachers \$68,500, or \$1,522 per teacher. There are 31 pupils per teacher in the district. A full levy of 10 mills was provided in District Y.

Can we say that both school boards have the same educational objectives and standards? Under which school board would you prefer to teach?

*Case 4.* Wee R. Progressive, successful professional man, and his friend, were elected without contest to the local school board. Immediately things began to hum. Two teachers resigned; in their places four were hired. (You are right, at the same total salaries paid the two. It is better to have four teachers at \$650 each than two at \$1,300 each. The children get more attention and receive better instruction!)

Building repairs, alterations, and new bus equipment were next in order. A generous community, and willing to pay for these improvements! Yes, out of the educational money for pupils' education. Just a diversion of money, no extra levies, no bond issues, "regular instruction" maintained. "Wee" points with pride to what he and the board accomplished.

Did I hear you say that the teachers and children really paid for all these improvements? Of course, the board has the right to determine standards and spend money as it wishes!

*Case 5.* School District Z, located at

"Hardship," has 255 pupils with \$880 assessed valuation back of each child. School District P, "Prosperity," has 128 pupils and \$12,769 back of each pupil. A ten mill levy in "Hardship" raises \$8.80 per pupil and the same levy in "Prosperity" produces \$127.69 per child.

Equality of educational opportunity and service!

Due to local pride, school board member ego, reactionary management, and archaic school laws, the children of one school district are handicapped and those of another given unlimited advantages. There is about as much sense in the above school district organization as there would be for each grade-school and high-school area in a metropolitan city to maintain its school and provide its local revenue within the boundaries sending pupils to its school.

*Case 6.* "Mrs. Blank, I was elected on a platform to get rid of Mrs. Blank. I propose to do so. No, your ability as a teacher has nothing to do with my wishing to secure some one else in your place.

"Yes, my action is entirely personal, as are my reasons. No, I have no criticism of your work—I just do not want you in our system. To be frank with you, your friendliness and loyalty to the former superintendent makes it impossible for us to keep you. Mrs. Blank, I do not care to discuss this matter further. My action is final and the one other member will agree with me, I am sure."

One other member did, and an excellent teacher with twenty-seven years' experience was dismissed by the school board member, actuated by personal reasons and not through interest in the children's welfare. A cultured, educated and mature teacher was ruthlessly released by "the guardians of the school," none of whom had finished the sixth grade!

By all means local control *must* be preserved.

*Case 7.* During the depression, School District No. 396 changed its cash standing from

\$1,500 deficit to \$65,000 surplus over warrants that were out, not considering current uncollected taxes. Using current taxes as an asset, the district has over \$75,000 to its credit! All this in four years during the depression!

At the same time, salaries were reduced below the county average and the legal millage of 10 mills reduced for the local district to 7. A disinterested and progressive school board? Promoting the interest of education? By its "close" management a great deal of money stands to the credit of the district, provided out of money belonging to the teachers—money that failed to reach them.

Heavy class loads, limited instructional aids, inadequate textbooks, and most serious of all, a shifting teaching corps, are the results. The local board is "proud" of its record.

Many may protest that only a few isolated cases are presented to the reader. Even if these were the only cases on record during one year, the entire system would, in my judgment, be condemned. However, these are only a few picked at random. The writer did not give a résumé of those serious breaches of "oath," "malfeasance," and "misfeasance" in office that resulted in removal by order of the Prosecuting Attorney's office. Cases of "pecuniary interest" were ignored because of their flagrancy.

In many additional "cases," the interests

of the schools were not considered by the Boards—not, however, deliberately, but through lack of information and failure to study the questions fully and properly. In cases such as these, the intent of the Board was to act honestly, even though their hurried action was detrimental to the school.

Many board members are not, by training, education, and temperament, fitted to hold the office. They do not have the time, inclination, nor interest to study each question adequately.

It certainly would be illogical for me to accept a position as director on a Hospital Board or a University Regent's Board and immediately fire the head, or change the fiscal policy by using 50 per cent of the money allocated for the care of the sick or for the education of the students, for building repairs and improvements. Service as a school director is just as much a trust as membership to any Hospital or Regents' Board. The damage that can be done is even more irreparable.

I plead with school directors, school executives, teachers and public to take our schools out of this vicious political caldron and place it on a merit system, supervised by a small board, and administered by executive appointive officers.

The application should be to all phases of educational work, from the state superintendent to the one-room school teacher.

## Notice to Poets

Hereafter, THE CLEARING HOUSE will publish one or two bits of verse in each issue . . . provided we can find that many good ones. As this is not a poetry journal, we shall give preference to humorous, topical verse, dealing with school situations, such as the one on page 227 of this issue. More serious verse concerning education will be our next choice. As for verse that has no bearing on education . . . well, we shall consider it. Maximum length, about 48 short lines, or 24 long lines. Shorter bits, down to couplets, are welcome. Verse should be addressed to Verse Editor, THE CLEARING HOUSE, RKO Building, Radio City, New York City.

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# We Are a Nation of GRAMMARIANS

By E. E. CHILES

WHEN BETTY entered the seventh grade, she came home with an English textbook and presented it for my inspection. Long years of teaching English, from grades to college, of course sharpened my interest in this new acquisition of my offspring.

Half an hour's assiduous nosing, however, revealed the astonishing fact that the book was nothing more than a grammar. Of materials designed for teaching the actual use of language in speaking and writing English, there were practically none. Just grammar, the kind I had studied thirty years before. This was to be her English.

"But, Betty," I said, "don't you have to make any speeches or talks?"

"Oh yes, Daddy! Teacher says we're coming to that after we've had our grammar."

I waited, through the term—and through the year. What fun we had! I had my grammar over again, and Betty had hers for the first time. I did the teaching, and the teacher heard the lessons. Lots of grammar there was; but what Betty learned of actually speaking and writing her mother tongue, she learned at home.



EDITOR'S NOTE: *We not merely are grammarians in the study of English, but also we are grammarians when it comes to mathematics, history, and every other subject, says the author. We spend most of our time on tools and processes, and little on social significance and thrilling human values. Mr. Chiles is principal of the Harrison School, St. Louis, Missouri. He relates the "grammatical" experiences of his daughter, all the way through junior and then senior high, and offers some solemn thoughts.*

When she entered the eighth grade, she came home with another English text.

Funny, wasn't it? The teachers let me down again. It was little more than a grammar—and of ancient harvest at that. It was, perhaps, what teacher had studied when she "was in school."

"Now, Betty," I said, "when are you going to learn to speak and write English?"

"Oh, in high school, Daddy. Miss Jones says you have to have grammar to get along in high school. Besides, we didn't finish it all in the seventh grade."

This got me down for a little while. But long years in the classroom either kill you or make you an optimist; and I was still alive.

So I said to myself, "Well, after all, Betty is bright; and, since she is going to be entirely through with grammar, she can give all of her 'language time' to speaking and writing." So here again my paternal spirits rose, and my fatherly chest swelled at the coming grace and cogency of Betty's speaking and writing—in high school.

High school at last; and home came Betty after the first day, with a grammar assignment.

"Now, Betty," said papa, "haven't you had enough grammar, yet?"

"Well, you see, Miss Smith says we don't get enough grammar in grade school; and she'll have to give us a term of it before we're ready to study English right."

Can you feature that? Here, in summary, are the steps by grades, as announced by the teachers.

Seventh grade: "You're coming to speaking and writing after you've had your grammar. You can't speak and write unless you know grammar."

Eighth grade: "You must finish grammar; you know, you didn't have it all in the seventh grade. Besides, you can't do high-school work without grammar."

First-year high school: "You must have a term of grammar before you can study English right."

So I broke down (or out) and wrote the principal a letter, mentioning—somewhat vaingloriously, no doubt—my standing as an English teacher of parts, asking him whether three years of grammar wasn't enough, and if Betty might not have more instruction in the actual use of the language, and a little less instruction about it.

I received a nice letter . . . too nice. It was the kind we principals learn to write, to shoo "stupid parents" away from real issues. In effect, the principal said, "We think *some* grammar is necessary at the beginning of high school. But I can assure you that, once the grammar requirement is made up, Betty will have plenty of composition. I think even some creative writing."

"Well, after all," I thought, "maybe they will come to the matter after a while."

Did they? They never did.

And today Betty is a senior. When she finally finished grammar, she studied literature, joyously and profitably, of course. But of the long-promised instruction in speech and writing, there was practically none.

Three years of grammar—wasted mostly, as taught—in preparation for English work that never came.

Such a condition can be attributed only to ignorance or laziness on the part of the teachers. I sadly fear that there may have been an admixture of both. If we assume that it was not ignorance; if we assume that the teachers really knew how to speak and write the vernacular, and how to teach others to do so—why then we must attribute the neglect to sheer laziness.

Grammar is easy to teach. It makes scarcely any demand upon the teacher's strength. Speech, or writing, is hard. It involves the teaching of thought and the organization of thought—and compositions must be read, marked, revised, and inspected again. This may be the cause.

We teach the grammar of mathematics; the children take it, and the parents like it. We fritter away our time on mathematical processes, and never come to the *social significance* of mathematics. Many an enthralling story is bound up in the history of mathematics, past and present: The pyramids and cathedrals of old; the skyscrapers and bridges of the present; these and a thousand other things, in the glittering present or the dim alluring mazes of years gone by, all bear their interesting mathematical connotations to which teachers, pupils, and parents alike seem dead.

Likewise, we teach the grammar of history. The children cry for it, and the parents dote on it. We marshal the mere facts. We have the children absorb vast quantities of dates. We line them up, as it were, and pour in the grammar of history, as if with a spoon. Of the pageantry of history, sometimes they get a little. Of the thrilling human values back of the historical sequences, too seldom do they hear. Of the real social and political problems of the present they are woefully uninformed. We're too busy teaching history as it was taught to us. And the parents are quite content to have it so.

No one, except an occasional disgruntled pedagogue, like me, ever objects. We go serenely through our lives absorbing the *tools* of learning, the *tools* of language, history, geography, science, and the arts—and we seldom use them. And the great majority of our public are quite happy, quite content; everything is apparently as it should be.

We are a nation of grammarians.



# CONTROVERSIAL ISSUES in 6 CITIES

Factors affecting their discussion  
in the social-studies class room

By

REX H. TURNER

THE PURPOSE of this study was: (1) to discover certain factors within and without the school which condition the classroom presentation and discussion of important, current, controversial issues of a social, political, or economic nature, and (2) to determine the effect of these factors on the teaching and administration of social studies.

To obtain data for the study of these problems, in addition to analyses of state laws and statutes, official records, texts, supplemental books, and magazines, it was thought desirable to obtain certain data directly from social studies teachers. These were obtained through interviews with heads of social studies departments and answers to two questionnaires filled out by 85 and 63 per cent, respectively, of the social-studies teachers.

An intensive study was thought better than an attempt to cover the entire state. The six cities around San Francisco Bay,

containing about 19 per cent of the California school population, were selected. They represent a cosmopolitan group of more than a million people.

State laws or statutes prohibiting the presentation of controversial issues to students in the public senior high schools of California were studied. An analysis of all portions of the state laws which might be used as a basis for such a prohibition brought out that five different sections could so be used. On one occasion in 1926 one of these sections had been the basis for the prevention, by the Attorney General, of a debate in a public school on the question, "Is a communist party necessary in this country? Why or why not?" As this is the only case of legal action being taken by the Attorney General to prevent the discussion of a controversial issue, it is likely that such action will be infrequently taken. But that the basis of such action is provided is without doubt.

Courses of study for each of the six cities were analyzed. It was found that although there was nothing to prevent the discussion of controversial issues, there was little encouragement to teachers to make such issues a part of the work in social studies.

From Dr. Melbo's study in which some six thousand problems and issues were selected from current books, magazines, and newspapers, and ultimately reduced by accredited juries to the two hundred most important social, political, and economic issues then facing the American public, thirty of the most important were selected. These thirty issues were submitted to all of the social-studies teachers in the nineteen senior

EDITOR'S NOTE: This article is based on an investigation covering the status of controversial questions from many angles. Doctor Turner, who is vice-principal of Fremont High School, Oakland, California, found that there were five different sections of the California laws under which teachers could be prohibited from discussing such issues in class, but that most teachers knew how far they could go without causing trouble. The author's study of controversial material in magazines and textbooks is enlightening.

high schools of the San Francisco Bay area of six cities and they were asked to indicate which ones of these had been presented for complete and thorough class discussion.

It was found that 60 per cent of these issues had been presented during the school semester of January to June 1934. Undoubtedly a number of these were merely touched on and not thoroughly discussed. In addition there is reason to believe that all sides of many of the issues were not given adequate discussion. It was concluded that a considerably smaller percentage than 60, actually received adequate class discussion.

These same teachers also indicated which of these 30 issues they considered of sufficient importance to be taken up in some social studies class and it was found that they felt that 91 per cent should be discussed, that is, more than half again as many as were discussed. When asked if they would present these issues for full and complete class discussion if there was no fear of outside influence being brought to bear against them should they do so, the 119 teachers indicated that they would present 92 per cent of the issues for discussion. Table I, gives these results with their P.E.'s (Probable Errors) and S.D.'s (Standard Deviations):

TABLE I

PERCENTAGES OF THE 119 TEACHERS WHO:

- (1) Presented the 30 Issues for Class Discussion.  
(2) Thought the 30 Issues Should be Presented for Class Discussion. (3) Would Present the 30 Issues for Class Discussion, if Unrestricted

	(1)	(2)	(3)
Mean	60.3	91.3	91.8
P.E.M.	2.6	1.0	.9
S.D.	20.7	8.3	7.3
Mean Differences			
	Diff.	P.E. diff.	Difference P.E. diff.
1-2	31.0	2.7	11.46
1-3	31.5	2.6	12.12
2-3	.5	1.4	.56

The difference between what the teachers presented and (2) what they think should be presented and (3) what they would present if there was no fear of outside influence

or pressure being brought to bear against them, are very large and highly significant.

There is sufficient evidence to conclude that these teachers are not presenting the social, political, and economic issues they feel should be presented, and also that a possible reason is that should they give these issues the full and fearless discussion their importance warrants, pressure or influence would be brought to bear against them for so doing. There is practically no difference between the teachers as to the issues they feel are important enough to present and those they would present if unrestricted.

In order to be more certain of this evidence a second questionnaire was sent to these same teachers in which they were presented with five of the original 30 issues rephrased in controversial wording and they were asked if they felt that pressure might result should they give these issues fearless and adequate discussion.

Forty-five per cent of the 87 teachers who replied indicated that they felt that pressure or influence would be brought to bear against them should they discuss these issues thoroughly with their classes. Statistically this percentage is highly reliable.

From voluntary remarks made on the first questionnaire and the interviews held with the heads of each of the social studies departments, it was felt that possibly one of the main reasons there had not been evidenced a greater influence or pressure from powerful groups or individuals was that the teachers knew just how far to go in the discussion of a controversial issue. Their not going beyond this point was the main factor in forestalling possible influence or pressure. The second questionnaire asked this question and 76.5 per cent of the 87 teachers indicated that they felt that this was the main reason why they had not felt this influence or pressure. This percentage had a P.E. of 3.2, thus indicating statistically its high reliability.

This question was followed up by another one in which the teachers were asked if they

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felt that they should have the privilege or freedom not only to present both sides of a controversial issue but in addition give their own weighed conclusions on the issue and their reasons for so believing. Sixty-seven per cent of the 87 teachers answered this question in the affirmative. A P.E. of 4.0 gave this percentage a high reliability.

On each of these various questions, differences among the cities were figured and a number of significant differences were discovered. But space does not permit a presentation of these data.

The 119 teachers were asked to indicate if they were expected to follow the course of study closely, if they were allowed minor deviations only, or, if they were permitted to deviate in most any way and to most any extent from the course of study in order to meet the needs of their pupils. It is most interesting to note that not one teacher indicated that she was expected to follow the course of study closely. Twenty-one teachers stated that they felt that they could deviate only in minor ways and seventy-five indicated that they felt privileged to deviate in most any way and to most any extent they wished. A comparison of these two groups on the three questions asked brings out most significant differences. Table II gives these data.

The data in Table II indicate without doubt that there are significant differences between these two groups in the percentage of the 30 issues they presented for class discussion, in the percentage of the issues they feel are of sufficient importance to warrant discussion in some social-studies class, and in the percentage they would present for discussion provided there was no fear of outside influence or pressure being brought to bear against them. It is encouraging to note that there are three and a half times as many teachers who feel that they are not bound by the course of study as those who feel limited by it.

The 119 teachers were asked to indicate the sources of the outside influence or pressure they had felt in the past. Twenty-three teachers mentioned sixty instances wherein they had been subjected to an influence of one kind or another. As to frequency of mention of source, capitalistic interests ranked first, the superintendent of schools second, the school principal third, the general public fourth, and parents fifth. It is apparent that had further information been available the pressures coming from the superintendents and principals could be traced to their sources.

Although the technique used in this study was not sufficiently refined to bring out the

TABLE II

THE EFFECT OF FREEDOM TO DEVIATE FROM THE COURSE OF STUDY ON 96 TEACHERS AS THIS PERTAINS TO:

- (1) The Presentation of Controversial Issues
- (2) Controversial Issues that Should be Presented for Discussion
- (3) Controversial Issues that Would be Presented, if Unrestricted

The 30 Issues combined	21 teachers who felt that they were allowed to deviate in minor ways only			75 teachers who felt that they were allowed to deviate in major ways		
	Mean	P.E.M.	S.D.	Mean	P.E.M.	S.D.
1	38.4	2.7	21.6	61.5	2.6	20.9
2	85.5	1.5	11.9	93.3	.8	6.4
3	83.0	1.9	11.6	94.3	.7	6.0

Mean Differences Between Minor and Major Groups		
	Difference	P.E. diff.
1	23.1	3.7
2	7.6	1.7
3	11.3	2.0

	Difference	P.E. diff.
1	23.1	6.24
2	7.6	4.46
3	11.3	5.65

effects of this pressure, it is probably reasonable to assume that when there is as much pressure from individuals and groups as is shown by these data, that the repressive effect of this influence would be considerable.

To obtain specific data, the 119 teachers were asked to cite actual instances in which some group or individual had protested against the discussion of a certain issue. Fifteen specific instances were cited by fourteen teachers. Nine of these issues were political, three governmental, two racial, and one religious. As to source of the pressure, parents were accountable for eight, school administrators three, city official one, department store one, and two were unnamed.

In ten of the fifteen instances the further discussion of that issue was stopped, in one instance the discussion was altered, in one no result was given, in another there was no follow-up to determine, while on only two did the teacher continue to discuss the issue on which the protest was made. These data, although too few to warrant any defensible conclusions, correlate so well with the other data of this study as to lend reliability to the trend indicated.

In order to determine if the three main sources of written content—texts, supplemental books, and periodicals—used by social-studies classes for a study of controversial issues, contained material on the 30 controversial social, political, and economic issues used in this sampling, 17 textbooks each mentioned by four or more teachers, six supplemental books each mentioned by six or more teachers, and the January through June 1934, issues of 16 magazines, each mentioned by five or more teachers, were analyzed page by page to determine the following: Number of pages in each of the three sources given to:

1. Material of a factual nature only.
2. Material which presented both sides of the issue fairly.
3. Material which was for the issue only, and
4. Material which was against the issue only.

A liberal interpretation was held in mind

pertaining to material on each of the 30 issues, everything being recorded which had direct or indirect use as a basis for the study of that issue. As a result of this technique, the data are generously high and present a liberal analysis.

Of the seventeen textbooks analyzed, approximately two-thirds contained practically nothing on any of the 30 controversial issues. Only four texts contained a high percentage of material given to a direct or indirect presentation of content on the 30 issues. The correlation between frequency of use and percentage of content given to the 30 issues was .19 with a P.E. of .16, thus indicating that the books were certainly not selected with the thought of their being valuable as bases for the study of controversial issues.

Of the comparatively small amount of content on the 30 issues, about two-thirds was given to a presentation of factual material, most of this of indirect applicability. One third of the content was of the type that presented both sides of the issue. Negligible percentages were given to a presentation of only one side of the issue or the other.

The material in the supplemental books was quite similar to that of the texts used, the difference not being sufficient to warrant presentation here. It is interesting to note though that the correlation between frequency of use of these supplemental books by teachers and the percentage of content given to a presentation of material on the 30 issues was minus .01, with a P.E. of .29.

That the magazines are more valuable as bases for the study of the 30 issues than either texts or supplemental books is established by the facts that they contain approximately 50 per cent more material on the issues, and that a greater number of issues are given treatment.

The weekly magazines in turn are more valuable than the monthly, and the three liberal magazines analyzed much more

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valuable than the weekly magazines, containing four to five times as much material on the 30 issues as the other 13 magazines. Magazines present a much greater percentage of material which is of other than a factual nature, taking up an issue and either giving arguments on both sides or presenting one or the other side. The correlation between frequency of use of these magazines and the percentage of content given to the 30 issues is minus .57, with a P.E. of .12, thus indicating that the teachers recommend magazines almost in inverse order to their value as bases for the study of controversial issues.

That there is a little material and that even this is not made adequate use of is indicated by the above data, but of even greater significance is the fact that the best of the three main sources of material—magazines—are available in such small numbers to social studies students as practically to negate the value they have relative to containing a large percentage of material on the 30 issues. When there is in only one city one magazine which is available to students in sufficient quantities to be practical, when there is in only one other city one magazine which is available in sufficient quantities to have one copy for every 30 social-studies students, and when most magazines are available only in such quantities as to necessitate the use of one copy by several hundred to several thousand students, then certainly a condition is presented which is extremely inadequate.

Only one of the six cities has even the absolute minimum in variety and numbers of each magazine, and the other five cities are surprisingly inadequately equipped from the standpoint of numbers and variety, with the exception of one magazine in one city.

Unless the teachers are capable and desirous of making up in some miraculous manner this extreme inadequacy of material, it is hopeless to expect students in these six school systems to gain any adequate understanding of either the 30 controversial issues of this study, or of other important, current, controversial issues.

In view of the findings of this study, it is recommended that states take all necessary steps through legal enactments to secure for the teachers, administrators, and school officials, that immunity from the influence of individuals and groups which will guarantee mental, physical and economic security as a basis for expecting and requiring teachers, administrators and school officials to educate for a more effective future citizenry, through an adequate and thorough study and discussion of the important, current, controversial issues of a social, political, and economic nature, the understanding and appreciation of which is essential to intelligent living and participation in our present democracy.

It is further recommended that state departments of education inaugurate a continuing type of study through which it will make available to school systems an analysis of the content of texts, supplemental books, and magazines, as this content pertains to important, current, controversial issues of a social, political, and economic nature, so that all school systems of the state will have accessible accurate information to be used as a basis for selecting suitable materials for classroom use.

In addition, it is recommended that school systems appropriate sufficient additional monies to purchase, or subscribe to, suitable materials in sufficient quantities to make those desirable materials accessible to all social studies students.

## 9 Significant Changes in Greeley's

# CURRICULUM

Fifty-cent book-fee  
system is installed

By HUBERT D. ELDRIDGE

THE FOLLOWING curriculum study program was developed in a school system enrolling 3200 children. What has been accomplished in our school system can be duplicated in hundreds of others of similar size and facilities.

We do not employ curriculum specialists to direct the work. There is no curriculum budget. No school time is allowed for curriculum-group or committee work, and no one in the system, from assistant physical-education teachers to superintendent, claimed to know what it was all about when we started. That was three years ago. We do know something about curriculum revision today—and we are learning together, day by day.

We have adopted a few simple principles to guide our thinking: (1) Our new curriculum must more effectively meet all the needs of all the pupils. (2) Our curriculum must teach fundamentals through creative pupil activity. (3) It must be flexible in application, and subject to constant revision.



EDITOR'S NOTE: "Our system is financially unable to employ curriculum experts," writes the author, who is superintendent of schools, Greeley, Colorado, "or to provide funds for a curriculum study. Nor can school time be taken to carry on committee work and surveys." All of these things Mr. Eldridge leaves to the school systems of larger cities that can afford to engage in such curriculum work. This article explains the Greeley program, which should interest all secondary-school people who are not in large cities.

This is not the place to discuss our philosophy of education, curriculum objectives, course objectives, testing program, and our conception of the teacher-pupil relationship. We believe that criteria for the evaluation of teaching material, to be most effective, must lead the pupil to: (1) independent thinking, (2) creative activity, (3) consumer intelligence, (4) vocational decision, (5) broadening experiences, (6) developed talents, (7) citizenship responsibilities, and (8) healthful activities.

We are now entering upon the third year of our curriculum study. Considerable progress has been made in developing a working philosophy of secondary education, as distinguished from an abstract philosophy, and in developing curriculum objectives.

We have dropped ten subjects, and have definitely entered upon a practical phase of curriculum revision. We have limited our study to the secondary field because it is in this curriculum area that the greatest need exists for re-evaluation and revision.

From an administrative point of view, the plan of organization is very simple. A Curriculum Council, composed of the Superintendent, the Director of Secondary Education, the Director of Instruction, the Principals of the junior and senior divisions, the curriculum-group chairmen and sub-chairmen and the Principals of the elementary schools:

1. Formulates policies
2. Coördinates the work of curriculum groups
3. Adopts a working philosophy
4. Develops fundamental curriculum objectives

5. Evaluates curriculum-group activities
6. Directs curriculum revision

The Council holds a bi-monthly dinner meeting. In general, its function is legislative rather than executive.

The Curriculum-Group Chairmen hold a bi-monthly luncheon meeting. They discuss their special problems, ways and means of facilitating curriculum-group meetings and plan the work of these curriculum groups for the following day.

Curriculum Groups have been designated as follows:

Language	Vocational Arts
Science	Recreational Arts
	Social Science

These groups meet every two weeks. Every teacher in the junior and senior divisions is assigned to one of these groups. Their function is to:

1. Develop a working philosophy
2. Develop course objectives
3. Evaluate subject matter
4. Develop courses of study
5. Recommend text and reference materials
6. Report all findings to the Curriculum Council
7. Recommend curriculum revisions
8. Apply curriculum changes

Curriculum chairmen have a heavy responsibility in this plan of organization. They must develop a curriculum which meets the needs of actual life situations into which the non-college pupils are about to enter, and the academic needs of the college preparatory group. Specifically, their duties are to:

1. Direct the activities of their group.
2. Represent the group in council meetings.
3. Supervise the work of Sub-Chairmen.
4. Assist with supervision of instruction.
5. Coördinate work of their group with other groups.
6. Recommend teacher assignments within their group.
7. Present a written work-accomplished

report to the President of the Curriculum Council at the close of each school year.

8. Submit plans for the first group meeting for the ensuing year.

There are three methods of developing courses of study: (1) Adopt a text and build a fixed course of study around it; (2) adopt a text and add supplementary references—result: semi-flexible course of study; and (3) determine pupil needs and develop a flexible course of study based on recognized needs, utilizing all types of teaching materials.

Last year we moved algebra and Latin from the Junior-High ninth to the Senior-High tenth grade; eliminated a ninth-grade world-history course which was taught in the tenth grade and replaced it with a course in social problems; added four more courses to the ninth grade to enrich an exploratory curriculum and further divorce it from the strictly college preparatory type; increased our two-day-a-week stereotyped physical-education program in the high school to a five-day-a-week health and hygiene program; offered fusion courses in mathematics in the ninth grade and high school; provided practice periods for bands, orchestras and glee clubs within the regular school day; adopted cumulative records in junior and senior high schools which give a complete case history of the pupil's home conditions, individual interests, scholastic and activity record; provided a dean of boys and a dean of girls in both the junior and senior high schools; improved a homeroom counselling program in each school and doubled our visual-education facilities. Last year, the equivalent of 50,000 children were contacted through our visual-education program.

Last year we inaugurated a fifty-cent book-fee system for twelve courses, in which pupils pay fifty cents to cover all costs of teaching materials.

This means that no textbooks are used, but that sets of reference books are pur-

chased and placed in each room used for the twelve courses which have been designated as book-fee courses. We made a 98% book-fee collection and expect to expand the system in both junior and senior high schools.

Our curriculum study has led to closer coöperation between the faculties of the two

schools, to a more sympathetic understanding of other's problems, and has developed a stronger morale among the teachers of both faculties.

They realize that when the recommendations of curriculum groups are accepted by the Council that they will get immediate action—rather than pious promises.

## \* \* FLASHES \* \*

We believe that what education needs is a first-class encyclopedia of research.—W. W. CHARTERS, *Educational Research Bulletin*.

A million children are receiving a form of mental starvation called shortened school terms.—JEROME DAVIS, *The American Teacher*.

There must be mental disarmament before there can be physical disarmament. This is the peculiar field of education.—F. ALBERT RUDD, *The A.T.A. Magazine*.

We need education to help our sense of sin catch up with our new opportunities for sin.—RALPH W. SOCKMAN, *Journal of the National Education Association*.

It would appear almost that education during the new school year, 1936-1937, actually is marching back to the child.—VIERLING KERSEY, *Western Journal of Education*.

Orchids to all teachers for their marvelous sense of humor, without which they couldn't listen to the things they do. (At state conventions.)—EFFA A. PRESTON, *New Jersey Educational Review*.

In the modern school, courses of study will deal with everyday problems and needs, making maximum use of pictorial materials, the radio, and the cinema.—SAMUEL EVERETT, *The North Central Association Quarterly*.

"Childize," Ichabod said to himself. Simple, sincere, sound. It was enough different, too. Childize the schools of America. "That's Crane," people would say, "Superintendent of the Sleepy Hollow city schools. He's the father of the childized school. No, not the child-concentrated school, the childized school. Something entirely new!"—ROLLAND H. UPTON, *The School Executive*.

Let's teach communism in every American school. Let's find out what is this thing we are so afraid of. . . . Let our schools, as a matter of national defense, if you please, teach the facts about communism. Let students generally enlarge their knowledge of it. . . . Now, rabble, go ahead and hang us, if you will.—MAJOR ARTHUR M. NELSON, *Fairmont, Minn., Daily Sentinel*, editorial reprinted in *Minnesota Journal of Education*.

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# COMMUNITY SURVEY

## in 9th-Grade Social Science

By  
EDWIN A. JUCKETT

—and the class scored higher on  
test than traditional classes

ALTHOUGH the aims, methods, and content of ninth-grade social science may differ from school to school, the course has tremendous possibilities. Five valuable objectives are as follows:

1. Training for citizenship: economic, social, and political
2. The value of the subject matter
3. Introduction to other high-school social sciences: ancient history, medieval and modern history, American history, economics, problems in democracy
4. Supplement to the guidance program
5. Opportunity to investigate the community in which a great proportion of the children will continue to live after graduation

That fifth aim, which could easily be overlooked, is the subject of this article. Altogether too much of our elementary and high-school work is in a world by itself from the child's everyday life. And this indictment, although history teachers may not

wish to admit it, is true of the social sciences.

We teach how the alien becomes a citizen, but the great percentage of our class may already be citizens. We teach the grand and petit juries, but very few of our class will ever be associated with either. We teach the amendment process, but there have been only twenty-one amendments in our entire history. We teach Engel's law, but the ninth-grade social-science child thinks, "What's the use, Pa will never get a raise."

However, let the child work on his own community, gathering and working with valuable data that he collects from his own family and neighbors, and there is a spark of real interest.

This collecting process combined with committee work in the classroom, with secretaries, chairmen, field-workers, mimeograph operators, proof-readers—this is something different. When the class can develop a little booklet that is full of interesting information that has been gathered and placed together by their efforts as individuals and as a group; when this information deals with the place that they know, the place in which they live—this is social science with a thrill.

The community survey is too big an opportunity to miss, for the child will not only learn about the community in which he is likely to spend the rest of his life, but he will also gain an interest in the factual material of the course and in social-science courses in general.

And still another benefit that will result

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EDITOR'S NOTE: *Here is an idea that any modern social studies class can use. Mr. Juckett, who is principal, Keene Central School District, Keene Valley, New York, explains how his group got publicity and community coöperation for the project, how the pupils were prepared for the work, and how it was organized. This project took five weeks of the pupils' time. Later these pupils were given an objective test that had been given under the same circumstances to the previous year's class, which had spent all its time on traditional work. The survey group scored higher.*

from the community survey is the adult interest that will be aroused when the findings are presented to them. For townspeople it will be something more real than "geometry," "French II," "history." It will be more than mere names. It will speak to them of conditions connected with their own lives.

While the teacher acts in the role of guide and counselor, the members of the class should do their own planning. A few tactful suggestions will lead the group to respond along the lines that will make the most valuable type of survey.

An outline should first be made, through class discussion based on assignments in which the individual does some private thinking before he talks it over with the group. Following the making of the outline, questions should be framed. The teacher must check each question carefully and then discard any query that might be offensive to the average family. Some child will want to find the average income of the community—but this would be suicide. When the outline has been made, and when the questions have been framed, it is time to make the questionnaire that will be used by the field-workers (they'll like this term).

It is wise to try out this questionnaire on a few townspeople that the teacher can import to the class-room for experimental purposes. If any of the questions prove to be ambiguous, too hard to answer, offensive, poorly worded, an inquiry for information that could be gathered from other sources, or defective in any respect, they may be deleted before the field-workers start their canvass.

While the class is working on the outline, questionnaires, and general planning, a publicity committee should be at work acquainting the community with the projected survey.

This is very important, as the project will fall flat without community coöperation. At least three or four channels of publicity should be used, such as the following: aid of the clergy, who will gladly make announce-

ments from the pulpit when they understand the plan; newspaper items explaining the project; bulletins to parents; sanction of the local chamber of commerce; explanations of the plan in school assemblies; and coöperation of such groups as P.T.A., Kiwanis, and the Rotary Club.

In using these means of publicity and sanction, the class should stress the reasons for the survey, the benefit to be derived, the method of collecting data, the assurance that no names or personal data will be published, and finally the approximate time at which the field-workers will call at the homes.

Information that can be gathered from the town clerk's office, school files, etc., should be taken from those sources and not made a part of the questionnaire.

When the questionnaires are ready, and when the community is acquainted with the work, the class is ready to start the field work. Each child should be thoroughly trained in the job, and should know the exact territory he is to cover. A map committee can prepare a map of the town and assign individuals to each street or rural road. Usually a class will consist of children from all parts of the town and thus each can work the territory that is nearest his home.

The children are young, and it is best to instruct them on a proper approach, such as, "Good morning, Mrs. Arthur. You have probably heard of the interesting community survey that our social-science class is attempting. It would help us a lot if you would give us a little information. This will take only a few minutes, and we will be glad to present you with a copy of our findings to repay you for your time."

An approach such as this will gain entrance to enough homes to make valid the findings of the survey. Children should be warned that they will meet with refusals, which should be accepted with the utmost respect and good manners.

The child should be trained to ask the questions in a clear voice, to take down the

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data rapidly, and to take his leave courteously. While the child is in the home he is an agent of the school and should do his best to be an honor to it. Each family should be assured, early in the interview, that no names or personal information will be published. A good time to do the bulk of the field work is during a vacation period, and the whole project should be so timed.

The next job is the tabulation of the data. For this purpose the class can be divided into groups of four or five. Each group can tabulate all of the findings on each questionnaire, but this method necessitates a grand totaling. Or each group can tabulate a certain portion of the questionnaire, in which case the totals for each section will be complete at the end of the tabulation.

It is best to figure the approximate percentage of the population covered by the survey in presenting the findings in booklet form. Unless this is done, townspeople may isolate certain findings that seem to be erroneous. However, it is wise to go over the findings and point out possible errors previous to publication.

When the findings have been tabulated, the embryo typists and mimeograph operators are ready to carry on their work. It would, of course, add to the appearance of the booklet if an accomplished stenographer, or printer, did the work. But inasmuch as it is a class project, and inasmuch as one would be almost certain to find members of the class who can cut stencils, it gives the class a feeling that they have to ask no odds of anyone to put over a big job.

At this stage of the project it is necessary to make a second round of the town to distribute booklets to those who furnished information. This, after the heat of battle is over, is apt to be a tedious job. But the promise has been made, and must be kept.

Eighty-three per cent of the families were surveyed in a mountainous rural community in which the writer conducted a ninth-year social-science class. The survey was con-

ducted along the lines suggested in this article, and the following are examples of the information garnered from the study. Please note that all the information deals directly with the social and economic life of the community, the community in which a goodly number of the class will continue to live throughout their lives.

1. Ninety-six per cent of the inhabitants are citizens of the United States. (This indicates that the community is definitely American, and native American.)

2. Seventy-one per cent of the families own their homes. (This fact establishes the population as home-owning and stationary.)

3. Fifty-three per cent of the population use village water supply while the other forty-seven per cent use wells, springs, and river. (This indicates that there would be a possibility of water contamination for a large part of the population, also that there is apt to be a lack of sanitary arrangements in the home.)

4. Fifty-four per cent of families use their cellar for refrigeration, three per cent use springs, twenty-six per cent use ice, eighteen per cent use electricity. (This indicates a lack of labor-saving and food-saving devices for refrigeration.)

5. Seventy-one per cent of the townspeople use the village library facilities. (This large proportion may result from extraordinary library advantages. It is a healthy sign.)

6. Ninety-three per cent of the families in the town own automobiles. (Although only sixty-seven per cent have running water in their bathrooms, and only seventy-one per cent own their homes. The tendency to drive automobiles is probably accentuated by lack of railroad facilities.)

7. Sixty-two per cent of families own radios, and favorite programs, ranked in order of choice, were: (1) Lowell Thomas, (2) News, (3) Peaceful Valley Folks, . . . (32) Church programs, (33) Bing Crosby.

8. Seventy-seven per cent of families use wood for fuel. (This fact indicates that there is a good market for local wood, also that there is an absence of modern heating equipment.)

9. Enough canning was done in summer to provide an average of fifty-nine quarts of vegetables and fruit per family.

10. Forty-two per cent of families benefited by the wild life of the mountains, streams, and fields: game, berries, fish, etc. But most people considered this as recreation rather than economic activity.

11. The surveyed territory was a consolidated school district. Ninety-five per cent preferred the consolidation, five per cent preferred the old system.

12. Newspapers to which regular subscriptions were made were nineteen in number, the first five of which were: (1) Albany Times Union, (2) local county paper, (3) Daily News, (4) New York Times, (5) New York Herald Tribune.

13. Ten per cent of farmers "exchanged work" with other farmers.

14. A farm survey yielded the following representative information: (1) 6,645 acres under cultivation, (2) sixty acres of gardens, (3) seventy-eight hogs, (4) 1,276 pounds of wool per year, (5) 6,493 maple trees yield 6,585 pounds of maple sugar, (6) eighty-two horses and eight tractors furnish farm power, (7) 4,440 bushels of potatoes was an average yearly yield.

15. Two hundred six workers claimed forty-five occupations, and stated the average number of days per year that they worked. Of these, doctors and housekeepers worked most, with 365 days yearly; painters worked least, with eighty days yearly. Common labor, the largest group, reported an average of 289 days per year; farmers, second largest group, reported 324 days per year; carpenters, third largest group, reported 248 days per year.

In their report, the pupils listed the information and refrained from drawing conclusions. The conclusions were drawn orally in class, and adult readers were asked to draw their own conclusions. In the above fifteen items, taken at random from the survey, the writer has, in parentheses, suggested a few conclusions to indicate the type of classroom discussion that followed the project.

The writer was apprehensive about the results on the factual questions of the final examination, because the class had spent five weeks of the second semester on the survey. Following are some of the reactions. On the identical objective test given to the previous year's class which had spent the entire semester on traditional work, *the survey group scored higher* (same teacher, same text, same working conditions, same period in day, no great difference in I.Q's.)

During and after the survey there was a new spirit in the class, and children who had done failing work before the survey "dug in" and passed the final examination with good marks. The better students continued to do good work. (These better students, by the way, were groomed to fill key positions on the survey and thus a benefit was worked for both the class and the individual.) Only one student balked at the work of the survey and he was given outside work connected with the factual material of the course.

The following year the first question asked by the new class was, "Can we have another survey?" The answer was "Yes," and it took the form of a recreational survey to determine the value of the community as a health and vacation center.

## Miscellany

In addition to the usual longer articles, THE CLEARING HOUSE will publish a variety of short items of from 50 to 400 words. Many of these will report good ideas that teachers, principals and superintendents have developed to improve instruction or administration. Other types of short items we shall leave to the ingenuity of our readers, who are hereby invited to send in their contributions. Short material should be addressed to the Miscellany Editor, THE CLEARING HOUSE, RKO Building, Radio City, New York City.

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Open letter to  
Administrators

# The School Library:

## *is it* BREAD *or* CAKE?

By JOHN CARR DUFF

WHAT WE need is a bigger and better padlock for our stable door, now that the horse is gone. The horse, in this case, is the appropriation for library books and magazines, for library supplies and equipment, for library service of all kinds. The horse, if it was not stolen, is gone or going, and this state of affairs is due to some notoriously bad management which must be remedied. We need a better padlock, just in case we get another horse.

The school library has "taken the rap," along with art, music, and the other fads. It has lost its appropriations because, in the general movement for what is ambiguously spoken of as "retrenchment," it was in a favored position to be one of the martyrs offered on the altar erected by the Citizens Budget Commissions and Economy Leagues.

The school library has pretty nearly given its all because it has had no one to speak for it. The budget makers have done it

wrong from the very start, for in the accounting system most widely used in school districts throughout the country, the library is classed as an "auxiliary agency." This classification obviously was made by school administrators and accountants who, though they acted in very good faith, were pitifully ignorant of the place the school library occupies in instruction.

The budget practice must be changed! This is the new padlock we need. The expenditures for the library must be classified under the budget item known as "instruction." Under this item come textbooks and supplies; and library books and magazines are, in the modern school, no less important than textbooks.

It is beside the point if the appropriations for textbooks have been almost as seriously cut as those for library books. The point is that the library is not in any sense "auxiliary" to instruction. It is flesh and bone with classroom instruction. It is not cake and it is not frosting, it is a part of the bread-and-butter of instructional method.

### VIRTUOUS AND VERSATILE

The library in an "activity school" is as important as the stage or the gymnasium; but it is important even in the academic school, the school that has remained virtuous, true to the three R's, loyal to the educational principles which our grandparents honored. Even in such a school the library operates (on one cylinder) as a part of the instructional system—not as a fifth wheel.

EDITOR'S NOTE: *The school library and the librarian have been set upon, put upon, and variously subjected to indignities, all in behalf of retrenchment. The author writes this open letter to administrators, as an administrator. Doctor Duff is principal of the Edgemont School, Scarsdale, New York. As editor of THE CLEARING HOUSE for the year of 1935-36, he championed all that was sound in modernized secondary education. Here he takes up the cudgels against an unsound practice.*



All through the school system we have had to stand for slashes, but the library was stabbed in the back! It was not the lay enemies of public education who brought down the library budget; it was the administrators (*Et tu, Brute!*) who have so persistently, in their reckoning and their planning, betrayed the library by calling it something else than what it is. "Auxiliary!" indeed!

#### LIBRARIANS, ARISE!

Since we have had no friends in court, we are going there now to state our own case. Traditionally librarians are mousey, meek-as-Moses people, afraid to say boo to a supervisor. But now we are aroused! We are asking the budget makers to show cause why the library should not be forthwith and hereafter classed as an instructional agency, not an auxiliary agency.

Perhaps the accountants will be easily persuaded to make this change. Then we shall get our cuts under another classification.

There will be some people who are so crass as to ask what difference it makes, especially in the school districts where employers are paid in cigar coupons. But there is a principle involved; and it is more gratifying to be unpaid or underpaid in defense of a principle than on account of somebody's ignorance and indifference.

The classification of the library as something other than an "auxiliary agency" might mean that librarians would be allowed to sit at the family table in many districts where it is not so now. Some schools

that permitted themselves the luxury of having a trained teacher-librarian on the payroll in 1929 now have (a) an office clerk trained to charge out books, and paid somewhere near the N.R.A. minimum for clerks, or (b) the 1929 librarian, doing all the things she is trained to do, running a library without new books, and making bricks (without straw) in her spare time, in return for which service she is paid somewhere near the N.R.A. minimum for clerks.

There are state laws in most states setting a minimum salary for classroom teachers. Boards of education must contract with teachers in terms of these requirements (even when they have no money with which to pay the "minimum" salaries). Nobody begrudges the teacher this minimum when he manages to get it, for a good teacher is a good teacher. But a librarian is only a clerk—an auxiliary agent, not flesh nor fowl! Surely there could be one more law, one requiring librarians to enjoy parity with teachers, for librarianship is teaching of the highest order.

When the popular accounting systems first took form there may have been some reason for considering school libraries as experimental, therefore, "auxiliary." But in one generation there have been changes in assumptions, principles, and aims which have so enhanced the position of the library in the school that such a classification is not only anachronistic but viciously detrimental to the interests of the pupils and the community they represent. The school accountants should act at once to remove the bar sinister from the librarian's escutcheon.

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# PUPIL GOVERNMENT

## of Champaign Junior High

By

A. L. THOMASSON

5 departments, 9 bureaus  
and pupil-operated bank

IT HAS LONG been recognized that the public school has a definite responsibility in training for citizenship and in teaching boys and girls to assume responsibility and to develop initiative.

Pupil participation in school government, properly directed and supervised, will contribute to these objectives.

Many different types of pupil government organizations are found in our junior and senior high schools. All of these presumably are based upon sound educational theories and can be justified as a vital phase of civic guidance. However, this article will not deal with the philosophy back of pupil government schemes. It will simply set forth in considerable detail the plan used in the new Champaign Junior High School. The plan has been in operation one year and has functioned well during this period.

The government of the school is divided into five departments, in which each home-room is represented by a delegate elected by the members of the group. Under each de-

partment are smaller divisions, the members of which are selected by the department, to assist in carrying out plans. At the head of the system is the Department of Public Affairs, actually the Student Council, which is the principal link between the faculty and the pupils. It assists and coöperates with the four other departments, namely, Public Property, Streets and Public Improvements, Public Health and Safety, and Social Welfare. The Student Council also operates the School Bank which is patterned as nearly as possible after a real bank.

Each department has a commissioner, just as in the city government departments. Under the Department of Public Property, the Lost and Found Office functions. Patrol boys for outdoor traffic, and monitors for in-school traffic, work with the Department of Streets and Public Improvements. Under Social Welfare, the Hospitality Committee acts as hosts and hostesses for visitors to the school. Representatives of this group are stationed on each floor of the building each period during the day to act as guides to visitors in the building.

In the entire scheme the faculty stays in the background. There is a pupil-government committee of teachers who act as sponsors, or advisers, for the pupil-government groups. The pupils are personally responsible for the successful operation of the plan. The members of the Departments meet each Wednesday during a regularly scheduled period of thirty minutes, formulate policies and attend to any other business.

The accompanying diagram shows the

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EDITOR'S NOTE: *An interesting governing organization of the student body of the junior high school of Champaign, Illinois, where the author is principal, is described here. The city commission form of government is followed—and the pupils not only participate, but just about run the show. Each of the nine bureaus has active work to do. The program is based on the home-room, "without which," the author says, "it is doubtful whether it could function."*

School Government Plan in operation in the Champaign Junior High School.

Following, the various departments are listed with aims, duties, and organization facts. As stated previously, each department is composed of a representative from each homeroom, making twenty-seven members.

#### STUDENT COUNCIL

The Student Council is the chief pupil-government group, and acts as the Department of Public Affairs.

AIMS: To act as a link between the faculty and the student body. To assist in the management of student affairs. To cooperate with the other pupil-government departments. To operate the Champaign Junior

High School bank. To edit a student's handbook and a weekly bulletin.

#### DEPARTMENT OF PUBLIC PROPERTY

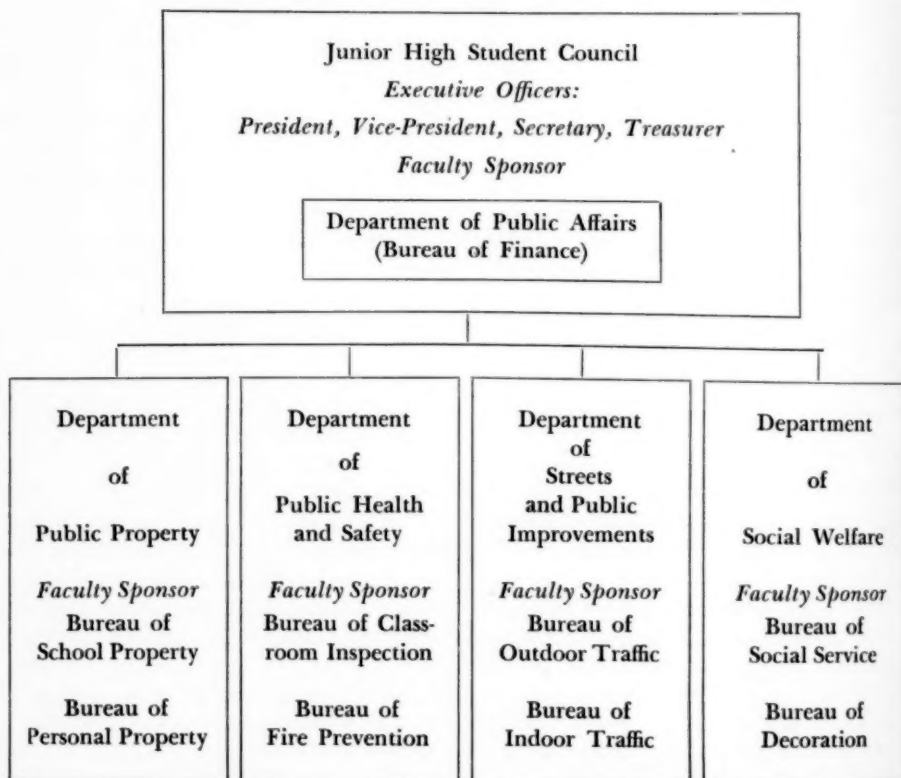
The Department is divided into the following bureaus:

##### I. *The Bureau of School Property*

AIMS: To awaken in the student body a feeling of personal responsibility regarding school property. To enlist the active cooperation of the students in preventing willful or thoughtless destruction of property. To stress the moral aspect of property rights, centering on economy, neatness, honesty, self-respect, and respect for the rights of others.

### SCHOOL GOVERNMENT PLAN

CHAMPAIGN JUNIOR HIGH SCHOOL, CHAMPAIGN, ILLINOIS



## II. The Bureau of Personal Property

**AIMS:** To awaken in the student body a feeling of personal responsibility regarding one's own property and the property of other persons in the school. To enlist the coöperation of each student in the placing of identifying marks on every article owned. To impress upon all pupils the importance of honesty in regard to lost and found articles.

### *The Lost and Found Office*

The Lost and Found Office is maintained by members of the Bureau of Personal Property. Office hours are in the morning between 8:00 and 8:30 and in the afternoon between 3:00 and 3:30.

## DEPARTMENT OF PUBLIC HEALTH AND SAFETY

The Department is divided into the following bureaus:

### I. Bureau of Classroom Inspection

**AIMS:** To secure student coöperation in keeping the classrooms neat and clean. As an incentive the Department awards a banner every two weeks to the room that is rated cleanest and most orderly.

### II. Bureau of Fire Prevention

**AIMS:** To secure student leadership in the management of fire drills. A fire marshall and an assistant are appointed from each class for each period during the day.

## DEPARTMENT OF STREETS AND PUBLIC IMPROVEMENTS

The chief function of this Department is the direction of traffic. It operates through the coöperating Bureaus of Outdoor and Indoor Traffic. The former is made up of the patrol boys of the school, and the latter of the monitors.

### I. Bureau of Outdoor Traffic (Patrols)

It is the function of the Patrol System to guard the street intersections about the school grounds, and the entrances to the grounds and buildings.

**AIMS:** As stated in the oath of office, "To

protect my own life and safety; to protect the life and safety of every boy and girl of the Champaign Junior High School; and so to conduct myself that I will be an example to others."

**ORGANIZATION:** Three shifts are required for outside duty at the lunch periods, and also for morning and afternoon at the beginning and ending of sessions. In addition, some coöperate with monitors and teachers in care of the gym during lunch hours.

## II. Bureau of Indoor Traffic (Monitors)

The Monitor System is planned to place control of the indoor traffic in the hands of the students.

**AIMS:** The orderly movement of traffic in the corridors, the enforcement of traffic rules, and the checking of lockers are the duties of monitors.

**ORGANIZATION:** At the beginning of each semester, the representative of the Department of Streets and Public Improvements obtains one monitor from each seventh- and eighth-grade homeroom, and two from each ninth-grade homeroom, with substitutes ready and willing to serve in an emergency. If replacement becomes necessary, the representatives, with the homeroom sponsor's endorsement, provide for the vacancy. Four squads of monitors, each having a captain, are on duty through the day:

Squad I: Mornings, 8:10-8:30. Afternoons, 3:03-3:20. Squad II: Fifth-hour lunch period, 11:37-11:57. Squad III: Sixth-hour lunch period, 12:25-12:47. Squad IV: Seventh-hour lunch period 1:10-1:30.

Each monitor remains on duty until his territory is clear of traffic.

## DEPARTMENT OF SOCIAL WELFARE

The Department of Social Welfare is divided into the following bureaus:

### I. Bureau of Social Service

**AIMS:** To coöperate with schoolmates and teachers by rendering thoughtful, helpful, and courteous service to classmates and

teachers. This includes service to new students and absentees.

## II. Bureau of Hospitality

The bureau consists of members selected from each homeroom to serve as hosts each period of the day on each floor of the building.

**DUTIES:** To serve as a bureau of information to visitors who enter the building and to serve as ushers during assemblies and other school programs.

## III. Bureau of Decorations

**AIMS:** To obtain and inspire student aid in the general and artistic appearance of the classrooms. To be of service to the teachers and organizations of the school; for example, making cards to send to the sick, signs for the corridors, etc. To place posters and pictures from the art classes in the homerooms.

## CHAMPAIGN JUNIOR HIGH SCHOOL BANK

In order to safeguard small funds, to relieve teachers and student treasurers of continuous liability, and to give the junior-high students training in banking, the Champaign Junior High School Bank was organized. Under the leadership of the Student Council, which acts as a Department of Public Affairs, the Bureau of Finance was organized. The Student Council treasurer and the representatives to the Council from the ninth-grade homerooms are members of the bureau. These students serve as bank cashiers. The bank is open after school three days each week.

All money collected by any organization—homeroom, club, publication, pupil-government department—is deposited in the school bank, which is then deposited in one fund, in a local bank. The treasurers of these organizations are given a pass book and duplicate deposit slips to aid them in keeping records which should be available to their faculty sponsors and membership at any time.

Duplicate records of deposits, and withdrawals, are kept by the bank and the principal's office, where the bank ledgers are kept.

Withdrawals from the bank are made through the principal's office by requisition blanks in triplicate. The treasurer and the sponsor must sign the requisition. The principal's signature makes it valid. Payment of bills is made directly by check to the dealer.

A detailed account of all receipts and expenditures is kept in the office and is available to each organization, when the treasurer or sponsor wishes to determine the bank balance. The operation of the bank is under the close supervision of a faculty sponsor and the principal.

## HOMEROOMS

Space does not permit a discussion of the homeroom, the central unit about which the whole school life of the pupil revolves. Suffice it to state here that this organization is an important and essential part of the school-government plan, without which it is doubtful whether any school-government plan could function properly.

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# NEW WINE

(For  
Curriculum Makers)

## in NEW BOTTLES

By  
L. L. FORSYTHE

THE AMERICAN high-school curriculum was planned for a select and favored few. Furthermore it was planned to prepare students to pursue the rather restricted lines of study formerly prevalent in American colleges.

It has been modified as the student population has changed. But modifications have come slowly, and, so far as vested interests have been concerned, grudgingly. At no time in the past has secondary education faced, in curriculum planning, the definite needs of the whole adolescent group. However, we are now at the time when this must be done, and I believe it will be done with a degree of frankness and sincerity unknown heretofore, and with little concession to the calamitous warnings of those who face toward the past.

This conviction leads me to venture the prophecy that the high school of the future will emphasize to a decreasing extent the traditional subject-matter categories. The main current of secondary education will

deal with life problems actually being faced by high-school students or shortly to be faced as they go on to assume more actively the responsibilities of adult life.

The "mental set" as these problems are faced and the methods employed in attacking them will be such that both teachers and pupils will continuously maintain the attitude of unsatisfied learners. This will mean that education will always be thought of as a life-long process for which the school serves only as an introduction.

In making the prediction that traditional subject-matter categories must yield first place in our curriculum planning to life-problem categories, I do not mean to propose a reorganization of the usual subject-matter fields about real or supposed problems.

Rather I have reference to organization of material from many fields, about problems whose reality, in the immediate or near-future lives of youth, cannot be questioned. The former method has been largely futile, the latter procedure cannot but prove richly productive. Nor would I rule out of their proper place in the curriculum the logical and chronological approach to the study of certain traditional fields of subject-matter.

But such subjects must take the place which their value and true function really merit. They have undoubtedly been protected by claims which the facts do not justify.

Mathematics and foreign languages have for certain people remarkable values both as disciplines and as sources of special information and special skills. But it has been too long assumed or pretended that they

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EDITOR'S NOTE: *To curriculum revision committees the author of this article says that what our schools need is not the same old thing deceptively put up in new bottles, but new courses planned to meet the actual needs of our pupils today. Mr. Forsythe is principal of the high school at Ann Arbor, Michigan. THE CLEARING HOUSE is attempting to do just what he suggests in his last paragraph: provide the machinery for an exchange of reports of successful efforts in curriculum revision. We invite articles from high-school people who have accomplishments to report in that field.*

give peculiar returns to all—even to those who dawdle with them for comparatively brief periods. High-school education would be much better off to admit that their real values are for those who have the ability and the incentive to secure a reasonable mastery in their pursuit.

Such a policy would make it possible to restore something of the earlier severity of these subjects, and thus to present a real challenge to those of our best students who are disposed by special interest or future need to study them.

For those whose interest or need does not dictate rigid fundamental courses in these fields, curriculum makers may well consider carefully what contributions these subjects may make to the educational development of the ordinary pupil. It is by no means determined whether in the interest of a better understanding of English, the average pupil should devote all of his time to the study of English as English, or whether, on the other hand, he should spend a year or more on the comparative study of another language, especially on one which is rich in its relationships to English.

And again it is a debatable question whether the study of mathematics other than arithmetic may not be attempted with profit even by the pupil lacking a special talent for mathematical study. Just what, and how much for various types of pupils, are problems for the future curriculum maker.

What I have said about foreign language and mathematics applies in like manner if not in like degree to certain courses in English, history and science—and even to some other traditional categories, such as book-keeping, economics, art, and music.

Too much we have carried forward with these studies as though all who were taking them were budding specialists. We have ignored the "consumer" interest in these fields, the restricted need of the pupil with special interest in one field who seeks to broaden his experience and understanding

by an excursion into another realm of knowledge of great import to the modern world, to be sure, but of minor interest to him.

But to turn again to the new categories to be centered about life problems. There are so many things in the world worth exploring—what men have done and thought and fought for, what of life they have idealized in written language, on painted canvas, in beautiful forms or by the blending of harmonious sounds. These we must bring to youth for the enrichment of leisure hours.

There is so much of wrong and deceit, so much of insincerity and sordid greed. We must make our youth care that these conditions shall be righted.

There is so much of the low and cheap, the vulgar and degrading. We must inspire youth to choose their living according to true standards and real values.

These things of the spirit must be our first aim—training for leisure, training for aggressive citizenship, training for wholesome and healthful living. But along with them we must place training for economic independence; for we have learned that the good things of life are unattainable for most of us if life must be spent in economic dependence and insecurity.

In addition to all of these there should be elective courses according to our usual categories which appeal to special interests and special needs.

You ask me how these changes are to be brought to pass. While my answer must be that I do not know precisely, I cannot believe that we shall concede defeat before we make an effort to find a way. As I said in the beginning I am convinced that gradually, in the years just ahead, ways and means will be found to make such life problems, relating to our personal and social needs, the chief current of our educational program. And I have some notion of the general course that developments will follow.

Some parts of such curriculum materials

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can and will be worked out with reference to all students. Present college-entrance requirements will permit much of this sort of thing. But the logical group on which to carry out more extensive experiments will be those students who do not plan to go to college.

As to the procedures, they will be, as in the past, a combination of orderly coöperative efforts (frequently mediocre) on the one hand and of individual (often inspired) undertakings on the other.

Gradually the real progress in such work will be widely sensed; and then, at the psy-

chological moment, an authoritative commission will come forward with a plan which, because of its worth, will receive general acceptance.

The Department of Secondary School Principals may well determine to provide the machinery for an exchange of reports of successful efforts in this field. Administrators should encourage their teachers to pioneer in this rich area of curriculum revision, and should be on the alert to bring to the attention of their teachers all instructional materials of this sort that are now, or hereafter may be made, available.

## Mystery

By R. J. BRETNALL

Bear with me while I here relate  
How I am forced to meditate,  
Most actively to cogitate  
On pupils' academic fate.  
When grading periods roll around,  
I sit me down with thoughts profound  
To render judgments somewhat sound.

We know our school is quite progressive  
With eye alert for traits recessive  
And personality possessive.  
Yet, sure as downward runs the water,  
Each mother's son and father's daughter  
Is held for high scholastic slaughter.  
What mark for James? I cannot tell:  
In oral English he does well . . .  
Alack, alack, he cannot spell.  
He knows the country of the lama,  
Excels in geographic drama  
But cannot locate Atacama;  
Though tales of statesmen he'll relate,

Refuses, straight, to learn the date  
When Idaho became a state.  
What shall I give, now let me see—  
An A, a B, a C, or D,  
An E, or F, what shall it be?

An A, we certainly agree,  
Will fill his soul with ecstasy;  
His boyish heart will throb in glee  
Should I award to him a B;  
No trouble would arise from C;  
But if I dare put down a D  
Parental wrath descends on me.

I search with thoughtful, deep intent  
For something that will represent  
A guess, perhaps intelligent.  
My brain reels on in wild congestion;  
Down goes a mark at some suggestion—  
And then I ask myself this question,  
"Is this his grade, or my digestion?"

# GUIDANCE

Venice High School's  
Counseling Program

## by CURRICULUMS

By

GERALD M. WELLER

AS A HIGH school grows in size, teachers find it increasingly difficult to become acquainted with individual pupils because of greatly enlarged numbers of pupil contacts. Administrative officers likewise find themselves even further removed from their charges.

Where boys and girls need every bit of help possible in coping with the complex conditions of modern life, such a prevalent school condition makes sound guidance a matter of supreme importance in progressive educational systems. In an attempt to meet this perplexing situation, a new program of educational counseling and guidance has been developed under the leadership of the counselor in one of the large high schools in the Los Angeles educational system.

### GUIDANCE PRINCIPLES ADOPTED

Venice High School is a combined junior and senior high school with an enrollment of 2,100 pupils. It has seventy-five teachers and includes in the administrative staff two

vice-principals, a counselor and a registrar. In working out a plan of guidance for a school of this size and complexity, the following three major principles of guidance were set up and adopted as a basis for procedure:

1. The first principle was that *guidance authority should be centralized*. Accordingly, all activities involved in educational guidance and counseling were placed under the direction of a highly trained specialist in that field of work, namely the counselor.

2. The second principle was that the work of pupil counseling should be *concentrated in the hands of specialists* working under the direction of the counselor. That is, detailed individual pupil advising and programing was to be entrusted to certain teachers who would act as experts in the broad curriculum fields that were available as major choices by pupils.

3. The third principle was that *counseling must be continuous*. It must be not only a continuous process from semester to semester with each pupil as he advances along his high-school program, but it must also be continuous with respect to those selected to advise pupils. The same person must advise the same child from the time of entrance to high school, so far as possible, until the time that he leaves.

### THE HOMEROOM TEACHER IN THE GUIDANCE PLAN

There are those who believe that guidance work should be almost exclusively the function of the homeroom teacher. In theory this teacher is in a peculiarly advantageous position to handle this work be

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EDITOR'S NOTE: *The pupils of certain Los Angeles high schools are divided into six classifications, according to their courses and ambitions. Teachers are chosen as guidance counseling specialists in each of the six fields. This relieves homeroom teachers from that work, and allows them to concentrate on a group-guidance program. Doctor Weller is Boys' Vice-Principal of the Audubon Junior High School in Los Angeles. He reports that the plan has been a great success.*

cause by virtue of his homeroom contacts he should know his pupils quite intimately from long and first hand acquaintance. In actual practice it does not work out according to anticipation for several reasons:

First, it is practically impossible to construct a master program for a large high school whereby homeroom teachers can carry on through four to six years with the same group.

Second, the fact that homeroom teachers must take charge of groups of pupils ranging from 30 to 60 or more eliminates the possibility of their giving personal advice to individual pupils during homeroom periods. Good guidance requires personal interviews in quiet and privacy.

Third, that field which includes the reckoning and evaluation of subject-matter credits, the choice of subjects in curriculum majors, the meeting of graduation requirements, and the meeting of entrance requirements to colleges and other institutions offering advanced training is exceedingly technical. Teachers in general can hardly be assumed or expected to have mastered this sort of thing—and consequently it is unwise to allow them to offer advice to pupils concerning such matters.

Finally, the average teacher lacks technical training in the fields of counseling, psychology, mental hygiene, tests, measurements, and occupational research. This fact raises serious doubts as to the wisdom of having them attempt to appraise pupil abilities, interests and special aptitudes or offer advice leading to definite educational and occupational choices.

The homeroom teacher's place in any sound guidance program is that of a generalist rather than a specialist. His job is essentially twofold:

First he must keep accurate and up-to-date homeroom records for each pupil. These should include credits and grades earned each semester, results of standardized tests, interests and personal data questionnaires, and allied information. Second,

he should lead general discussions during homeroom periods concerning vocational possibilities and parallel these with carefully planned group-guidance projects.

#### GUIDANCE BY GRADES

Where homeroom teachers carry on as generalists in working with homeroom groups in the field of guidance, then guidance experts must be appointed to work with pupils individually. Those who accept this principle of procedure have one of two choices in the administration of such a plan. They must provide specialists who will deal with pupils on either a grade basis or a curriculum basis.

Those schools which have adopted the first alternative, the grade basis, usually select one or more specially trained teachers to be responsible for all ninth-grade pupil guidance and programing, others for all tenth grade, and others for eleventh and twelfth grades.

The weakness of this type of set-up is that there is a glaring lack of continuity in the whole guidance program. To receive the best help, pupils must be advised over a period of time covering their entire high-school career. A four-grade counseling plan means at least four different persons to advise individual pupils. There is serious waste in such a procedure, because what one adviser learns in a personal and intimate way about a pupil—his abilities, special aptitudes, interests, home conditions, previous educational growth and future needs and desires—tends to be lost as another assumes the responsibility.

#### GUIDANCE BY CURRICULUM SPECIALISTS

The alternative to guidance by grade level is the guidance-by-curriculum plan instituted at Venice High School. This is founded on the theory that the most important element entailed in a program of individual guidance is the curriculums which the school offers.

This plan holds that sound counseling,



and of consequence proper programing, requires not only the use of specialists to work with individual pupils, but continuity of advising during the years in which a pupil may be enrolled in a particular curriculum. An analysis of the curriculum offerings available at Venice showed the following curriculums roughly coinciding with the broad categories of vocational pursuits:

For those planning careers dependent upon college matriculation, there was the academic curriculum offering majors in science, mathematics, social studies, and foreign languages.

For those desiring to pursue one or more of the expression arts there were curriculums in art, music and speech. For those having commercial callings in mind there were curriculums covering general clerical work, bookkeeping and stenography.

For those planning entrance to industry there was the industrial arts curriculum providing training in such major fields as drafting, electricity, printing and allied shops and crafts. For those interested in agricultural lines there was an agricultural curriculum. Finally, for those girls lacking interest in the pursuit of either academic or commercial studies, a general household arts curriculum was provided.

Teachers were selected to act as advisers of pupils majoring in the curriculum categories as outlined above. One handled science and mathematics, one social studies and foreign languages, one art, one music, two commercial work, two industrial arts and agriculture and one household arts.

These teachers were chosen with respect to such factors as outstanding personality, deep interest in and understanding of boys and girls, extended training in counseling and those specialized fields allied to it, and a thorough knowledge of one of the several curriculums. Those selected were assigned to assume the programing of all pupils enrolled in each particular curriculum, from the ninth to the twelfth grades, and they were relieved of sufficient periods of teach-

ing time so that the work could be done regularly throughout each term at definite periods of the day.

These people were given the title of Adviser and as such they were assigned to work directly under the supervision of the counselor.

#### HOW ADVISERS WORK

Sound educational counseling leads to the careful preparation of a proper program for each pupil, to be followed throughout his high-school career. The determination of such a program requires a selection from amongst the curricula offerings previously referred to. The choice of such a curriculum for each pupil, if done wisely, takes into consideration all the facts that can be found out about him: his previous school record, physical condition and history, general mental ability, special aptitudes, tentative life-work choice, avocational interests, socio-economic status, and perhaps others.

Information on these various factors can be gradually collected from the earliest school years. Hence, by the eighth or ninth grades, when it is usually possible to secure a tentative expression from the pupil of some vocational interest, with this information as a background, reasonably sound help and advice can be offered.

Curriculum selections are never considered as final; they are taken merely as convenient points of departure. Later changes may be made, although they are of necessity increasingly more difficult to make from each year beyond the ninth grade.

Each adviser is supplied with a list by grades of every pupil from A-8 to A-12 who is enrolled in his particular curriculum field. On this same list is recorded the birth date, mental age, intelligence quotient, and educational grade placement as determined by standardized tests in reading and arithmetic. The adviser is furnished with a file of personnel-data cards on which are recorded the results of mental and achievement tests given in elementary school, along

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with comments based on teachers' observations.

Advisers are also supplied with a set of pupil records which have been carefully compiled by the homeroom teachers. Each pupil's records are kept in a large manila envelope with a small sticker attached giving his name, present grade, homeroom teacher, curriculum field, and adviser. These envelopes contain a large record card which is a duplicate of the original office card, showing all credits and grades earned.

This is brought up to date each semester. There are also included a sheet containing the parent's signed authorization for the child to enroll in the chosen curriculum, a copy of the present program of studies signed by each teacher, and a guidance blank filled out by the pupil, furnishing detailed information about his vocational and avocational interests, family history and background, and other pertinent material. Altogether, all possible information about the pupil is available to the adviser in preparation for the guidance interview.

Toward the end of the eighth grade, each pupil, in conference with the parent and the counselor, selects a tentative curriculum. He is then called in for an interview by the adviser for his chosen field, and a program prepared for the first semester of the ninth grade. This program is then followed throughout that semester, during which another interview is held with the adviser, at which time the ensuing semester's program is prepared.

This procedure is followed for the pupil by his adviser semester after semester until graduation. At least one private conference is granted each pupil every semester, and more if he or his parents desire it. Not less than nine such personal conferences are available to pupils throughout their high-school careers.

As further information is available, such for example as the results of yearly achievement tests, mental tests every two years, subject grades each semester, special reports on

work and attitude by teachers when called for, and parental interviews from time to time, modifications or even outright changes of program may be effected.

Once a pupil in conference with his adviser has planned his next semester's program, however, he may not, except for unusually good reasons, and then only with parental approval, change it. This succeeds in discouraging the dropping of one subject for another for inconsequential reasons.

In planning the guidance work for each semester, advisers start first with those who will be A-12 pupils in the coming semester.

When these have been interviewed and programed advisers take the next lower grade, and in like manner on down until the lowest grade is reached, comprising those who will be B-9's. The work is begun at the start of the fifth week of the semester, and is so scheduled as to be virtually completed four weeks before the close of the term.

#### ADVANTAGES OF GUIDANCE BY CURRICULUM

The administrative advantages of specialization and continuity have already been commented upon. There is another important advantage, and that is the feature of master-program control.

After each pupil interview the adviser notes on a check sheet which lists every course tentatively planned to be offered the following semester, the ones specified on the pupil program just prepared. When advisers have completed their programing for all grades, they have as a result the exact numbers of pupils who will be enrolled in each course to be offered. They can, if desired, list the names of the pupils for every class.

Such exact information at hand, along with estimates of incoming pupils and dropouts, makes complete program control possible. Consequently, it becomes possible to determine to a high degree of accuracy the size of the teaching staff and the composition of the individual teaching programs for the following semester a week or two before the close of the term.

Parents have shown themselves to be very enthusiastic over this method of guidance. They feel that their children are securing a type of personal attention and consideration which is unusual in the ordinary type of large and seemingly impersonal school organization. Pupils appear to be better satisfied because they have available an individual to whom they can go for educational advice year after year, one from whom they know the information and help they secure is both interested and authoritative.

The plan appeals to homeroom teachers because it relieves them from time-consuming details incidental to credit reckoning and course and graduation requirement

checking, providing them time to spend on constructive group-guidance projects.

The counselor emphatically favors it for he is enabled to devote considerably more time to planning the details of the work carried out by advisers and preparing group-guidance projects to be carried on by the homeroom teachers.

From the standpoint of modern and progressive educational theory the plan is essentially sound because it adopts the principles of concentration of guidance authority, specialization in the guidance function, and continuity of guidance work in terms of a pupil's period of school life and the adviser who counsels him throughout that most important period.

### \* \* The Spotlight \* \*

Education is permeated by the technique of cradle rocking.—WALTER S. MCCOLLEY, *page 196*.

We teach the grammar of mathematics . . . we teach the grammar of history.—E. E. CHILES, *page 206*.

Young men edge away from pedagogy . . . and would as soon be milkmaids as teachers.—WALTER S. MCCOLLEY, *page 196*.

All through the school system we have had to stand for slashes, but the library was stabbed in the back.—JOHN CARR DUFF, *page 220*.

I have often wondered why men and women seek election to school boards. Each passing year I can see more clearly the answers.—MAURICE J. THOMAS, *page 202*.

Barrie's plays they (girls of low I.Q.) tolerated, but found lacking. Barrie wasn't "modern." "Sexy," I thought, "is what they really mean."—CAROLYN HARROW, *page 238*.

Guidance authority should be centralized . . . counseling should be concentrated in the hands of specialists . . . counseling must be continuous.—GERALD M. WELLER, *page 228*.

Last year we inaugurated a fifty-cent book-fee system for twelve courses, in which pupils pay fifty cents to cover all costs of teaching materials.—HUBERT J. ELDRIDGE, *page 213*.

There is so much of wrong and deceit, so much of insincerity and sordid greed. We must make our youth care that these conditions shall be righted.—L. L. FORSYTHE, *page 226*.

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## *Ponca City Junior High's Balanced*

# Homeroom ACTIVITIES

By

ALICE MOYER

THE PURPOSES of the homeroom or activity period as used in the Ponca City Junior High School are: to serve as an administrative unit, to provide a school home for each pupil, to develop citizenship through actual practice, to create ethical character through direct trait study and practice, and to afford an opportunity for pupils to do better those desirable things they are going to do anyway.

The detailed organization and plan of activities augment the success of this guidance factor. The eleven hundred pupils are placed in thirty-four homerooms with an average enrollment of about thirty-two pupils.

A general faculty committee is composed of all sponsors. One teacher from each grade serves as grade chairman. The three grade chairmen under a general chairman constitute the supervisory committee.

The latter committee prepares a semi-monthly bulletin which outlines the general theme to be emphasized in all homerooms during the following two weeks' period as well as gives references for readings found in the Junior High, professional and public libraries. Knowing that a variation

in homeroom activities is essential in caring for the individual needs of the different rooms, the committee leaves the method of developing the theme largely to each sponsor. However, since well directed pupil participation is the keynote of the well-being of a school, the outline is sufficiently detailed to meet the needs of those sponsors not especially well schooled in homeroom practices.

Such themes as getting acquainted, qualifications and election of officers, homeroom programs, training of officers and committeemen, coöperation, and loyalty, have been used so far this year.

Frequent group meetings of sponsors by grades are held and ideas are thus freely exchanged and readily put into practice. The eighth-grade sponsors have had a circulating, loose-leaf notebook, to which each sponsor added bits of helpful information gleaned from experience and reading.

All members of the faculty assume their responsibilities in a commendable manner, and, as a result, the improvement of the student body year by year becomes more apparent as the pupils' increased sense of responsibility for the upbuilding of their school and community is developed.

The activity or homeroom period is held between one and one thirty each afternoon. Arrangement of the activity period by days is as follows: Monday, homerooms; Tuesday, clubs; Wednesday, intramurals, homeroom business, program practice, etc.; Thursday and Friday, assembly or homeroom. (The auditorium can accommodate only one-half of the student body, together with the numerous visitors who attend

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EDITOR'S NOTE: *Clubs, sports, assemblies, and guidance all are classified together as homeroom activities at the junior high school of Ponca City, Oklahoma, where the author teaches. Mimeographed programs for the "activity or homeroom period," flexible in their application, are prepared coöperatively by the teachers. The range of topics and activities is wide.*

each of the school's assembly programs.)

The idea of "guidance" is worked in wherever and whenever it seems appropriate to do so. The term "guidance" is discontinued in so far as possible because it seems to cause an antagonistic feeling on the part of the pupils toward this particular phase of the work, and instead the pupils are guided socially, morally, educationally and vocationally without making them conscious that guidance is taking place.

In the ninth grade there is a variation in the program of guidance which is proving very successful. A "round robin" provides for a rotation plan whereby each homeroom has a visiting teacher on each alternate Monday, each sponsor using her own plan of presenting a chosen subject. On the following Monday the regular homeroom sponsor is in charge of her own group and a review or enrichment of the previous Monday's work is given. A pupil volunteer often leads the discussion, using questions, round-table discussions, and pupil demonstrations.

The topics now being discussed are as follows:

1. Adventures in Tolerance.
2. Charm (Girls).
3. Determining Your Price Tag.
4. Hobbies.
5. Introductions.
6. Junior Etiquette.
7. Making the Most of What You Have.
8. Parliamentary Procedure.
9. Personal Appearance (Boys).
10. Table Manners.

The sponsors have found that the homeroom mother, chosen by the group, proves a most helpful aid in her guidance program. She is a mother of a homeroom member, and is elected by the group in September to serve for the entire year. She often understands the pupils' background better than does the sponsor, and lends a valuable service to her school and the community by notifying other mothers of P.T.A. meetings, school programs, etc. She often makes home visitations, lends her financial support in

cares for the physical needs of members, donates books and magazines to the homeroom library, and augments in general the welfare work of the sponsor.

The homeroom period on the first Monday during each nine weeks' period is devoted to a discussion of scholarship, since at this time report cards are given to the homeroom members. During the next regular assembly period the homeroom receiving the highest scholarship rating is given the Scholarship Cup, to be held by the members of that group for the following nine weeks' period, or longer should the same group again receive the highest rating.

As a result, considerable interest seems to be aroused among the pupils, and the general scholarship is raised, if one would judge by the rise in averages. Last year the number of rooms making a three-point average or above increased from five for the first period to thirteen for the difficult fourth period.

As another incentive for higher scholastic attainment, the faculty recently decided to award a Scholarship Improvement Cup at the end of each nine weeks' period to the homeroom group making the greatest improvement in scholarship during that period. Therefore, even if a group is seemingly incapable of receiving the Scholarship Cup for making the highest average, it is probably a close competitor for the Improvement Cup.

This award arouses great interest among all of the groups. The homeroom now in possession of the cup is a mixed 9B and 9A group whose scholastic average was next to the lowest of all the groups, being 2.361, yet whose improvement was the greatest, being .445.

The Scholarship Improvement Cup is awarded in the general school assembly by the principal to the president of the winning homeroom. The entire student body views the ceremony with an unusual degree of seriousness.

Each pupil of the Ponca City Junior

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1. Arithmetic.
2. Art.
3. Bird.
4. Carto.
5. Curr.
6. Dram.
7. Footb.
8. Good.
9. Hiki.
10. India.
11. Italia.
12. Juni.
13. Knit.
14. Leat.
15. Libr.
16. Mag.
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High School is enrolled in a club or study hall which meets regularly every Tuesday during the regular activity period. A faculty club committee supervises this activity. The following clubs are offered this year:

1. Arithmetic
2. Art
3. Bird
4. Cartoon
5. Current Events
6. Dramatic
7. Football
8. Good Manners
9. Hiking
10. Indian
11. Italia
12. Junior Sportsmen
13. Knitting
14. Leathercraft
15. Library
16. Magazine
17. Miniature Symphony Orchestra
18. Natural Science
19. Opera Study
20. Operetta
21. Public Speaking
22. Radio
23. Reading
24. Science Hikers
25. Serving
26. Silhouette
27. Sports
28. Story-Tellers
29. Tap Dancing
30. Travel
31. Up and Up
32. Whittling
33. World Exchange

The assembly programs during the entire year are in the hands of the pupils. The goal toward which everyone works is to place every pupil in at least one program during the year. A list of all participants has been posted for the benefit of pupils as well as teachers, and the too-often-made mistake of allowing a certain group of talented students to appear often in assembly programs is carefully avoided.

The nature of the programs is both entertaining and instructional, but more emphasis is placed upon the latter. They are usually given by homeroom groups, but occasionally by members of clubs or classes. They wisely supplement other school activities, are well timed, and unusually worth while, as evidenced by the increasingly large number of visitors.

Knowing that the value of a school creed depends upon the extent to which the pupils themselves have a part in its making, the faculty gave each homeroom group the privilege of writing a creed during the year 1934-1935.

These creeds were all printed on bulletins which were sent to each homeroom, where

they were discussed by the members of each group. The latter then chose a representative to serve on a creed committee, which thus was composed of a representative from each of the thirty homerooms, together with three faculty members appointed by the principal.

This committee then wrote a creed embodying the common traits of the individual homeroom creeds. It was then submitted to the principal, who returned it to each homeroom for approval. Being approved, it was printed on 3 by 5 inch blotters, one of which was given to each pupil in the Junior High School. It follows:

#### PONCA CITY JUNIOR HIGH SCHOOL CREED

I believe in the Ponca City Junior High School as an organization which upholds those high ideals necessary to the well being of all.

It is a school which develops loyal pupil citizenship, superior scholarship, faithful service, trustworthy leadership, and outstanding qualities of character in its student body.

I, therefore, believe it is my duty to take advantage of its opportunities, to respect its faculty, to cooperate with its student body, to defend its good reputation, and to strive constantly to make it a better school.

One of the greatest means of creating friendly competition and good sportsmanship is through intramural contests.

The intergroup games in which the boys participate are, in seasonal order, football, basketball, baseball. The games in which the girls engage are volley quitois, volley ball, dodge ball and hand tennis.

Early in the fall, homeroom teams are organized. Every one who wishes may participate, and a splendid demonstration of cooperation follows. During a homeroom period the boys elect their captain and assistant captain and the girls choose their two leaders. These officers usually hold office for one semester. If the game does not permit all of those who wish to participate, substitutes are allowed to play at intervals, thus alleviating that feeling of being "left out."

The preliminary contests between the different homerooms are held during the regular gymnasium period, after school hours, and on Saturdays. Pupils assist the physical-education directors, serving as checkers, time keepers and referees.

The six leading teams (two for each grade) then play for the championships of their grades, and the winners play for the grand championship of the school. These final contests are held during the homeroom period on Wednesdays. A fee of one cent per pupil is charged. Most of the students attend the games, since they create as much or more interest than do the contests with other schools. The money collected is used in the purchase of letters for the winners. The awards are made in a general assembly by the physical-education directors.

The belief is held that a finer school spirit is developed when the entire student body participates in sports. Therefore, a

means has been provided whereby all students may attend interschool games. The regular admission price is ten cents per pupil, but any homeroom raising one dollar may secure tickets of admission to a game for all members of the group.

Some homerooms donate the money outright, others raise their quota through the sale of various articles to the stores in the community. These articles include coat hangers, egg cartons, bottles, magazines, papers, etc. Although the raising of this money is purely voluntary, most of the rooms secure their quota, the attendance at the games is greatly increased, and the resultant sense of coöperation and loyalty is very gratifying.

The success of the activity or homeroom period is the result of willing coöperation and sincerity of purpose on behalf of the entire student body and faculty, which serves as an inspiration to all worthwhile activity.

## Library Science Lessons

A series of lessons in library science is given to the pupils of 7B grade by an Oklahoma junior high school. These lessons teach the pupils how to use the library more effectively and more thoroughly. An outline of the lessons follows:

1. Rules of the library. Conduct in the library. How a book is made.
2. Care of books and the printed parts of a book.
3. Special reference books: Dictionary, encyclopedias, atlas, almanac, *Who's Who*, *Who's Who in America*, *Statesman's Year-book*.
4. Classification of books and arrangement on the shelves.
5. Card catalog (subject, author, and title index of all the books in the library).
6. *Reader's Guide* (how to use this monthly index to magazine articles).

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# Emotional Content in English By CAROLYN HARROW

## for GIRLS of LOW I. Q.

IN SEEKING to achieve the modern American ideal of schooling for all the children through adolescent years, high-schools are finding one of their major problems to be involved in the question: What shall be the content and the method of English teaching for pupils between the ages of fourteen and seventeen years, whose I.Q. tests range from 80 to 90?

Such young people are probably not book-minded. They have little or no intellectual curiosity as to abstract truth or as to manners and customs not familiar to their experience. Their vocabularies remain small, despite teachers' valiant efforts to aid them with "Remedial Reading." After all, the delight of English for the intellectually bright boy or girl is in the widening experience afforded in reading. In dealing with such pupils it requires only moderate effort on the part of the teacher to bridge the interval of time so as to make vital to them the adventures of an Odysseus or the heart problems of a Maggie Tulliver.

In Julia Richman High School (for girls) are a considerable number of pupils who, by trial and error have convinced even themselves and their parents that they will

never succeed in a four-year academic or commercial course including the usual requirements. Textbooks in any subject mean little to them, for printed exposition is beyond their reading ability, and their reasoning processes are very limited. New techniques must be devised for them.

Where it is plain beyond doubt that such is the condition, usually toward the end of the ninth or the tenth year, the effort is made to persuade them to enter the so-called "Coöperative Group," who occupy an annex building, a mile or more distant from the main school. The group is called "coöperative," because after the ninth year the girls alternate one week of school with one week on a job, either paid (such as selling, clerical or messenger work in a department store) or unpaid (such as clerical work in an elementary-school office).

By following the lines of normal emotional rather than intellectual appeal, and by avoiding settings demanding great imaginative reconstruction, the teachers have worked out an elastic syllabus in literature with wide choice for every term. In composition work, adaptation has been equally free.

As a result, many pupils who have failed in the regular course are able to work successfully.

My special interest has been in eleventh- and twelfth-year girls, and I shall draw now on my experience with them.

When our annex was brand new, we had to use, for lack of immediate funds, the texts of the regular syllabus in English. Yet here the method of making an emotional appeal was efficacious. Even such caviar as *The House of the Seven Gables* was made palatable for these "coöperating pupils" by

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emphasizing the shop and the heroine's total unsuitability for work in salesmanship.

Any text may be put across if we approach it via the subject of "the boy friend." So we had animated discussions in class as to whether the daguerreotypist of Hawthorne's novel was desirable as "a date."

But the value of Hawthorne is not his ideas on sex nor selling, but his beauty of style. It irked me to have the novel called "swell" by those for whom I had played up the sensational aspect of the plot. Was I to pat myself on the back as a resourceful teacher, when all I had done was to distort the values of the classic?

My question became: What would our girls like for its own sake that was worth while and yet not beyond their appreciation? Their favorite form of recreation was the movie; the play was its nearest approach in book form. In our book room, I found Barrie's plays. These they tolerated, but found lacking. Barrie wasn't "modern."

"Sexy," I thought, "is what they really mean."

So by appealing to a sympathetic principal, I secured enough copies to cast, for classroom purposes, plays such as: *The Bad Man*, *The First Year*, *The Show Off*, *One Sunday Afternoon*, *The Late Christopher Bean*, *Accent on Youth*.

Ah, *Wilderness!* which I read to them with a few minor expurgations, produced the most heated discussions on phases of adolescence.

Before long, dramatists were budding in several classes, holding the mirror up to life, writing dramatic dialogues or one-act plays. An argument between mother and daughter was inspired by *The Show Off*: "Our Family Supper Table"; and "A Love Scene" by *Ah, Wilderness!* The most ambitious of our group volunteered a complete play, which, she said, was an exact picture of her own family.

Inferiority complexes were being shed, as low I.Q.'s entered the English room with

manuscripts tucked under their arms and a look in their eyes which said, "I won't volunteer, but I rather hope I'll be called on."

The last lesson of the term was the grand finale, in which everyone impersonated a different character in one of the plays studied.

So much for literature and written expression; there is also the problem of oral expression, a genuine problem, because these pupils are very often more reticent and inarticulate than their intellectual sisters. Yet the longing for emotional outlet is there, and the desire for personal recognition. I bethought me of the pathetic revelations in many a newspaper column conducted by "Aunt Carrie" or "Cousin Lucy." So I asked those who were baffled in some personal problem to submit their questions in writing anonymous or otherwise, to the class. The recitations resulting resembled the discussions conducted by a professional leader of a parents' study group. Typical of the questions submitted is one which I shall quote verbatim.

"Should a girl who is kept strict, lie to her mother, about where she is going, in order to get some fun out of life, or should she eat her heart out, so to speak, watching other girls having a good time?"

In fact, many of our oral English periods deal with subjects discussed in adult study groups, the only difference being that topics such as: "smoking" and "how late to stay out at night" are discussed not from the standpoint of the parent, but from that of the adolescent.

I should like to emphasize the importance of our not forcing on the mal-adjusted pupil a background of the classics. In attempting to make the classic interesting to him, we may distort it inexcusably. Rather let us provide him with literary fare close enough to his range of experience and obvious enough in emotional content to rouse his genuine interest.

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# WHAT OTHERS SAY

Edited by LAURA TERRY TYLER

AS WE COME to the Yuletide season when the thoughts of people everywhere are turned toward giving happiness to others, it might be well for us to remember that the greatest gift of humanity to youth is education. Here is something that lies within our power to give, and nothing can bring more lasting pleasure to those who assist along the way, nor greater benefits to those who receive what we may offer.

*Let us study the new trends in education:*

## A "New Day"

In the new program of secondary education, school will not be one thing and life another. They will be united into one great experience. Work and play, books, and handiwork, libraries, laboratories, and recreation and social service will combine in the secondary school to make pupils understand that education is not limited to schooling alone. The whole of life educates. The secondary school is drawing society into its service. Without coöperation between the school and organized society, its churches, its theaters, its museums, its business and industrial and professional life, the work of the schools will inevitably have a certain futility. If society needs the school for self perpetuation, so the school needs society for affirmation of its purpose.

We are in one of the rare moods when a whole nation is changing its outlook upon secondary education. The situation is significant, because education has the responsibility of training individuals to share in social control with the ability and desire to think collectively as well as individually and to engage in social planning, the most worthwhile requirement of good citizenship. There is, indeed, a dawning of a new day in secondary education.—J. ROY LEEVY, *The School Executive*, October 1936.

*Should pupils be trained for the table?*

## A New Type of Training

School officials of New York's public school system are about to pioneer in training the thousands of present-day high school boys and girls to "eat their eats according to Hoyle." They feel that it will be an asset to the personality of any boy or girl to know just what constitutes good manners in eating.

There will be much more to this training than the proper handling of the knife and fork, the placing of one's napkin and the position of the elbows. Courtesy at the table will be stressed. Conversation and conversation preparedness will be emphasized. The duties of a host and hostess and the attitudes that give charm to the things they do will be taught. There will be a discussion of the difference between "good manners" and "putting on airs." Thoughtfulness of others, cheerfulness, self control, tolerance, enthusiasm, restraint, sincerity, loyalty, perspicacity, human interest, punctuality and neatness will receive attention in preparing our boys and girls to meet the needs of society in the future.—*The New York Sun*, November 13, 1936.

*Shall we champion the slow pupil?*

## The Slow Child

"What can we do with the dull students in our classes who appear not to be able to learn?"

There was a time when we heard such phrases as, "If the child cannot learn, do not try to teach him." "All you can do is to keep him quiet enough so that the rest may work." "Why waste his time and yours?" "He will never amount to anything."

It is inexcusable to entertain and engender so harmful and so unprofessional an

attitude! How can the teacher know that the student cannot learn if she does not try to teach him? There must be a fair trial.

Building up an educational structure is scarcely different from building a house. A set plan must be worked out and followed step by step. Progress may be accomplished by drill that occurs day after day until the processes become automatic.

There is only one way to overcome the "lag-behinds" and so-called dull students. This is to use continuously the principles of good teaching. Constant review, constant drill, constant practice with the persistency a teacher may use are vital to the training of a slow, low-mentality child.—H. W. FLACK, *The Oklahoma Teacher*, October 1936.

*Something to re-read and remember:*

## To the Unknown Teacher

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens the sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy of learning and shares with boys and girls the best treasures of his mind. He lights many candles which in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one is more

worthy to be enrolled in a democratic aristocracy, "King of himself and servant of mankind."—HENRY VAN DYKE. Reprinted from *The Modern Language Journal*, October 1936.

*The average pupil gets his chance:*

## The High School's Responsibility

The new education has a different concept of the responsibility of the high school than was true of the old education. In the older schools it was nearly always true that the curriculum and general aims of the school were considered mostly as college preparation. High school teachers were nervously anxious about the college students because if a student failed in college, the high school from which he came was likely to be looked upon as below standard. The teachers had little time to give to the large number of pupils who would never go to college.

Today, high school instructors insist that the greatest responsibility of the secondary school is the preparation of all its pupils for whatever course of action awaits them upon graduation from high school. While the needs of the college student are not neglected, the high school no longer permits the college to dictate the course of study and methods of the whole secondary school in terms of college requirements.

Vocational education is now an honored subject in the secondary school curriculum. The clientele of the school is studied so that worthwhile activities may be carried into effect. The high school in the new education does not put a premium on laziness or bad behavior, but it demands that a pupil do the best that he can, according to his ability.—FLORENCE HALE, *The Massachusetts Teacher*, October 1936.

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## *A Newark High School Tests*

# Two Approaches to Poetry

By ALEXANDER LEWIS and HENRY M. GOLDSTEIN  
With Coöperation of LEON MONES

THE OBJECTIVES in the teaching of English literature should be rational enjoyment and useful living. The first is derived from the appreciation experience, the second results from power to make application.

What is appreciation? Can its limits be predicted? Can it be conditioned? What will induce it? What will destroy it? Can it be measured? Can its factors be weighed?

Analysis of many articles and texts on methodology shows that authors generally advocate the adoption of either of two methods in fostering poetic appreciation: (1) a method which might be termed the technical (2) a method which might be classed as the sensory.

What is the better method? On which should one place the greater reliance in order to attain the objectives of English literature?

The director of research in a large school system when asked that question recently, answered without hesitation, "The approach through the sensory." Doubtless

most people will agree that the research director was right. But does it work out that way?

A service study was recently set up in Central High School, Newark, New Jersey, in an effort to find at least a partial answer.

The accepted technique was followed in this controlled classroom experiment. The groups were equated on the basis of ability and intelligence. There was an equal distribution of problem cases and sex. The meeting time, subject matter, size of classes, were equivalent.

These groups were classed as the Technical Group (A) and the Sensory Group (B). The instructors changed classes in mid-term, keeping in mind however, the methodology that had been specified for the respective group.

In the A group the approach to improved appreciation was attempted through the educational factors of meter, scansion, diction, figures of speech, paraphrasing, rhyme, verse forms, and précis writing. The B group received no instruction along these lines. Here the emphasis was to be placed on such experience factors as color sensations, pictures, music, dramatization, maps, film, slides and charts.

The Abbott-Trabue Tests for Poetical Appreciation were employed to discover the possible growth of poetic appreciation. Form A was given immediately after the achievement tests and Form B after the instruction period. These check tests were supplemented by teacher-made objective tests (Central A and B). These were employed in view of the opinion of the au-

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EDITOR'S NOTE: *To seek an improvement in the method of teaching poetry, the authors planned to use two classes of pupils of equal ability. One class was taught by a technical system, the other by a sensory approach. Then tests were given, with the results reported in this article. Mr. Lewis and Mr. Goldstein teach in the Department of English, Central High School, Newark, New Jersey. Mr. Mones is chairman of the department.*

thors of the Abbott-Trabue tests that their tests did not possess a high degree of reliability on the secondary-school level.

The subject matter of the experiment was the content of twenty poems. These were grouped in two sets similar in theme and degree of difficulties. The first ten were to be intensive studies. The others were to be made the basis of testing, without benefit of pedagogy.

The poems included in the "Study" group were: (1) "To a Skylark," (2) "Requiescat," (3) "Nightingale" (Keats), (4) "Since there is no help," Sonnet 6, (5) "To Edward Williams," (6) "Miniver Cheevy—Richard Cory," (7) "Annabel Lee," (8) "Book of the World," (9) "An Evening in England," (10) "Elizabeth of Bohemia."

After adequate work according to the prescribed methods had been done with these selections, Central A test was applied.

Without further instruction the ten "test" poems were submitted to the classes. These selections were taken home by the pupil to be read carefully and thoughtfully before the next day. The titles in this set were: (1) "The Skylark," (2) "Rose Aylmer," (3) "Philomela," (4) "Sonnet 49," (5) "The Lover's Resolution," (6) "Before March," (7) "Ulysses," (8) "Composed Upon Westminster Bridge," (9) "Days," (10) "Ask Me No More."

Central Test B based on the "test poems" was taken now and was followed in the next recitation period by Abbott-Trabue B. A checking of results revealed:

In the technical group, twelve were shown by the Abbott-Trabue B to be above its national median, twenty-three were below. Compared with the Abbott-Trabue A test, seventeen had lost ground, five had made no gain, and thirteen gained. For this group the number below the national median did not change.

Of the "Sensory" Group fourteen were indicated by the Abbott-Trabue B to be above its national median. When compared with the Abbott-Trabue A, it was seen that

sixteen lost standing, five made no advance, while fourteen gained. In this case the number below the national median increased by two.

The Central Test B showed that each group had advanced their individual standings as shown in Central Test A. Twenty-eight of the Technical Group gained and seven lost; of the "Sensory" Group seventeen gained and sixteen lost. These results of these tests would indicate what the Abbott-Trabue Tests showed, namely that the Technical method was more effective. Note, however, that the Central tests covered ground which had been covered by study or similar ground. For this reason and because of uncertainty as to their validity, they are not considered in stating conclusions except at one point to be touched later.

It was further revealed in checking results that both groups as judged by the Abbott-Trabue Tests, instead of gaining in the power of poetical expression went backward. The Technical group lost a total of twelve, and the Sensory class fourteen points.

*Conclusions:* (1) It is possible that we must regard appreciation as so intangible an experience or achievement that it cannot be measured. (2) It is possible that growth of appreciation cannot be scaled. (3) It is possible that Abbott-Trabue does not measure power of appreciation. (The authors so state.) (4) Apparently there is a definite correlation between growth of appreciation and achievement in vocabulary, grammar, reading ability and general intelligence. The pupils from both groups who gained in scores were also consistently high in the tool subject tests. (5) Between typical high-school tests on the power of appreciation and standardized tests such as the Abbott-Trabue, there seems to be no correlation. (6) One cannot measure quantitatively the results of either the sensory or technical approach to the study of poetry.

Apparently in terms of figures and ratings the study showed that no matter what

is done, appreciation is done, appreciation course, n sion. Th game. T knock th strike ou asked to may be athlete v very true preceded signed to In pas periment lights: (1) R technical sory elem in sense treated (2) Te nized. T (3) Ap pupil, b (4) A tion pri but thro sistent w (5) Ap an act o victim. with flo (6) Ap ever, th each of tion thr (7) It be clear ized, an give lif beauty. Oh y



is done, time spent in the study of poetic appreciation is time wasted. We should, of course, not yield to so immature a conclusion. The golfer who strains is off in his game. The baseball player who tries to knock the cover off the ball will possibly strike out. The reaction of the pupil when asked to evaluate his immature sensations may be analogous to the reactions of the athlete when "pressing." Can this not be very true when the evaluation is formal and preceded by periods of study definitely designed to break down false standards?

In passing it may be stated that the experiment revealed some interesting side-lights:

(1) Rhythm, rime, tone color, so-called technical elements, are as important as sensory elements. In fact they have *their bases in sensory experiences* and should be treated and studied as such.

(2) Technical elements need not be recognized. They may be felt and not named.

(3) Appreciation may be blocked by the pupil, by the poet, or by the teacher.

(4) A pupil does not enter into appreciation primarily through his understanding, but through his feeling. This is not inconsistent with a statement made earlier.

(5) Appreciation is non-transferable by an act of will-power. We cannot "will" our victim. Appreciation comes when it comes with flood force.

(6) Appreciation cannot be taught. However, the power to appreciate is innate in each of us and can be given scope and direction through practice.

(7) It may be "conditioned." Doubts may be cleared up, experiences may be fictionalized, and social backgrounds emphasized to give life a fuller meaning and to create beauty.

Oh yes, there was one more test. The

final, given when the results began to look awry. This was a subjective test. This test was voluntary and returned unsigned. Here it is with the results. You figure them out.

1. Do you like poetry? *Ans.* 50 yes; 6 no.

2. Check the kinds you like best: descriptive, musical, humorous with a story, with a lesson, imaginative. *Ans.* 32 with a story; 33 humorous; 20 musical; 22 descriptive; 21 imaginative; lesson, 5.

3. Do you like the teacher to explain in advance? *Ans.* 44 yes; 12 no.

4. Do you like the teacher to read poetry to you? *Ans.* 42 yes; 14 no.

5. Do you like to be given free rein and allowed to read yourself without explanation? *Ans.* 16 yes; 40 no.

6. What do you like your teacher to do in the way for preparation? *Ans.* All answered, "To explain and prepare it for the pupil."

7. Tell what your favorite teacher does in teaching poetry. (*Mention no names.*) All answered, "To read and tell the pupil what it's about."

8. Did any teacher get you to change your attitude toward poetry? How? *Ans.* 42 yes; 14 no.

9. Does knowledge of the poet's life keep you interested in poetry? *Ans.* 44 yes; 12 no.

10. Do any of the following help? (a) study of rhythm and rhyme (b) figure of speech (c) diction (d) types of poetry (e) scanning (f) paragraphing (g) diagramming. *Ans.* 50 yes; 5 no.

11. Do you like to write original poetry? *Ans.* 20 yes; 36 no.

12. Should teachers assign original poetry? *Ans.* 13 yes; 42 no.

Did Mr. Dooley have the answer? "It doesn't mather phwat kind av docter yez hav, a haleophth er an omeopath, ez lang ez yez hav a good nerrse."

## EDITORIAL

# SCHOOL STEREOTYPES

THE occasion was a study group on high school problems held in connection with the New York Regional Conference of the Progressive Education Association in November, 1936. The year is specified lest the reader wonder if the following report and comments do not refer to some meeting held a full quarter-century earlier.

Three questions for study and discussion were presented by those who attended this group meeting . . . questions which obviously concerned nearly everyone in the room:

1. What can be done to harmonize our progressive procedures in history teaching, and the factual character of the Regents' examinations that our pupils are obliged to pass if they are to receive credit for the courses? 2. How can we carry on an activity program in the early years of high school if our pupils have not mastered the fundamental knowledges and skills that they must use? 3. How does one maintain discipline in a classroom if pupils' freedom is not to be restricted?

It is not to answer these questions that this editorial note is written . . . though adequate answers must occur to many readers. It is rather to discuss the misconceptions concerning the spirit and method of modern school practices that were exposed by the questions—misconceptions that are so often unnoticed—and that we would here underscore.

Take the first question. In the first place, New York state children are not all required by the state system to take or to pass Regents' examinations. Only those youths who are candidates for a Regents' Academic Diploma need pass the examinations.

In the second place, the control of factual subject matter is one valid test for the

academic type of youth, who alone should be encouraged to seek the Regents' Academic Diploma. For this type, no special provisions need to be made, other than the assistance that every good teacher would give to youths who are preparing to meet a somewhat difficult challenge. Indeed, the very objectivity of the test may well be exploited to encourage a pupil-teacher partnership such as is of fundamental importance for progressive school practices.

As for the second question, let us study the hoary old presumptions that at any grade pupils will have mastered these abstract unapplied memories and tricks that we call the fundamentals. *We*, who pay lip-service at least to the characteristics and attributes of personality and to purposing, planning, execution and evaluation on the part of pupils themselves!

Obviously, we are seeking to follow dynamic school practices while we ourselves are enthralled by the stereotype of preliminary training in purely arbitrary exercises called spelling, arithmetic, reading, etc.

It seldom occurs to us that the very reasons why these informations and skills are so seldom retained by pupils (and by ourselves) are that they are neither understood nor meaningfully applied. We lack the faith that if we can help youths to desire to compose, argue, preside, control budgets, and the like, the "fundamentals" will be sought just as truly as technical efficiency in high-jumping, flirting, debating, playing musical instruments, or creating a poem or a picture is earnestly sought by those youths who care for one or another of these competencies.

The third question concerned the stereotype of teacher-imposed discipline. It is difficult for us to see that freedom and democracy

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completely destroy the militaristic-fascist discipline that characterized the schools of yesterday. Coöperation, courtesy, and good taste must inevitably replace coercion and regimentation; else progressive practices are impossible. Such coöperations, courtesies, and good tastes develop and receive practice in the reorientated and revolutionary character of the progressive school.

One cannot grant freedom to pupils or to adults and then expect them never to use it in ways that do not conform to the out-moded school stereotype.

"I believe that the discipline of the school should proceed from the life of the school and not directly from the teacher. The teacher's business is simply to determine on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child." So said John Dewey in *My Pedagogic Creed*, published in 1897. In similar terms he spoke of subject matter and method.

Almost forty years have past! And the stereotype of the Prussian schoolmaster still controls us.

P. W. L. C.

## The Easiest Way Out

HIGH-SCHOOL children used as guinea pigs! Continually experimenting with a school life that is largely a word life. Emphasizing the abstract and the verbal until children cry out, rebel, leave school or are placed in the industrial classes.

Such is the state of affairs in many high schools of the land. Why is this so? It is because we have placed the emphasis in education upon the easiest way out: Education as a way of remembering rather than a way of behaving. It is simpler to educate children out of a book than to give them an opportunity really to learn.

"If two angles and the included side of one triangle are equal to two angles and

the included side of another, the two triangles are equal." Can you tell me how a boy can use this in improving his health, getting along with his fellows, buying his clothes, constructing a table or any other like adjustments that make life worth while? I wonder why such problems are studied at all. They have so little possibility of life application.

Living calls for persons who are literate in a broad sense of the term; literate socially, morally, physically, emotionally, spiritually, artistically; who can adjust themselves to all the aspects of life.

This conception demands a new kind of school and a new kind of teacher: A school where boys and girls live through the assembly, newspaper, drama, music, clubs and an integrating program that considers the life-adjustment areas of the boy and girl.

The school becomes a place where the narrow, departmentalized subject matter is relegated to a secondary place; and by that very fact the main subject matter becomes alive, vital and dynamic.

The new teacher must be first of all a person who knows how to live: A person literate socially, morally, physically, emotionally, spiritually, artistically and intellectually. One who is capable of seeing the application of many fields of knowledge to solutions of problems.

Life's problems are comprehensive. They cannot be answered by turning to page twenty-two of the history book. Life's adjustments are likewise comprehensive. They call for more than a verbal response. This points the way to having children learn through activities, plays, projects, construction and the ideational approach to problems.

Let us experiment with boys and girls along lines that have a greater possibility for success, along lines that are dictated by the exigencies of real living. E. R. G.

## Can a Board Reduce Salaries?

By DANIEL R. HODGDON, Ph.D., J.D.

*Can a school board in New York State file a new salary schedule so as to reduce the salaries of teachers on tenure who are members of the retirement fund?*—W. I. T.

**F**OR TEACHERS NOT ON tenure, a board of education can undoubtedly file a new salary schedule at any time, providing for lower salaries than paid to present teachers on tenure, as the board has the power to make contracts for teaching service.

Whether or not the salary schedules with the eight mandatory increments are a part of the tenure teacher's contract is a subject not decided by the courts, as no cases have arisen on the subject since the present education law was passed in 1922.

The legal questions involved as to the right to change a present teacher's salary are as follows:

A teacher under tenure has the right to teach until the time of compulsory retirement at a fixed age or length of service has been attained just as long as the teacher complies with the terms of the statute. Is the teacher likewise entitled to a salary provided for in a schedule, which was held out to her as an inducement to teach in a certain school system? Is this salary a property right under the present law and a part of a contract which cannot be impaired? Is the right to the retirement for which the teacher has paid a consideration of 4 per cent of her salary each year a property right? Is it a contract? The court says it is a contract. *State ex rel Stafford v. State Annuity and Investment Board* 261 NW 718 (June 24, 1935).

Would lowering the salary of a teacher who has paid for a number of years a higher percentage for this insurance of retirement impair the obligation of the contract of retirement? These questions were referred to William J. Walker, a constitutional lawyer and expert on contracts. Mr. Walker is the senior member of the firm of Walker, Thurston and Garrahan, New York City. The following is quoted from Mr. Walker's letter:

"Our opinion has been asked as to whether or not the Board of Education, having filed a salary and increment schedule in excess of the minimum prescribed by law, can thereafter lawfully amend the schedule by reducing the salaries of teachers already serving under the filed schedule.

"In this connection our attention has been called

to the cases of *Buckbee v. Board of Education*, 131 App. Div. 366, affirmed 187 N.Y. 544, and *Saunders v. Board of Education*, 150 App. Div. 497, affirmed 208 N.Y. 550, as supporting the contention that the Board of Education may amend the schedule by reducing the salaries to any amount not less than the amount prescribed by law.

"At the outset, it is our opinion that neither of the two cases referred to is applicable to the situation in hand. Both cases arose prior to the enactment of the present applicable provisions of the Education Law relating to the fixing of salaries and prior to the enactment of the law providing for the State Teachers Retirement Fund. Furthermore, the *Buckbee* case involved the interpretation of a statute which specifically provided that salaries, previously fixed, could be changed or modified. Chapter 417, p. 883, of the Laws of 1889, which was the statute under consideration, reads as follows:

"Section 1091. Each school board shall have power to adopt by-laws fixing the salaries of borough and associate superintendents, of principals and branch principals, and of all other members of the supervising and teaching staff, and such salaries shall be regulated by merit, by the grade of the class taught, by the length of service, or by the experience in a combination of these considerations in the school board may deem proper. Said salaries need not be uniform throughout any one borough. The salaries fixed and established and duly payable in the different schools of the territory hereby consolidated as these salaries were on the 1st day of January, 1898, shall be and remain the salaries in the schools of the several boroughs, hereby constituted, until the same shall be changed or modified as provided for in this section. . . .

"The salaries of women principals in said schools shall be increased by the addition of \$250 in each year until they shall receive the sum of \$2,500 per annum . . . and no woman principal of ten years' service as principal in said schools shall receive less than \$2,500 per annum, provided, however, that the service of such principal shall have been approved after inspection and investigation as fit and meritorious by the borough board of superintendents. . . . No salary now paid to any public school teachers in the city of New York shall be reduced by the operation of this act."

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"In the *Sauerbaum* case the question under consideration here was not at all involved. In that case the sole question involved was whether or not the Board of Aldermen of New York City, having fixed the salary of architectural draughtsmen at the rate of \$45 per week pursuant to authority conferred upon that board by the Greater New York charter, could thereafter reduce the salary so fixed to \$35 a week. Obviously that case does not in any way relate to the situation under consideration.

"In determining whether or not the Board of Education can amend the salary schedule previously filed by reducing said salaries, we must first look to the applicable statutes. Section 887 of the *Education Law* provides as follows:

"§887 *Boards to fix salaries.* The board of education in each city of the state shall fix the salaries and annual salary increments of all members of the supervising and teaching staffs and of all principals, teachers, supervisors or other employees, whose salaries are not fixed by the provisions of this act. The board of education in each city may also in its discretion, increase the minimum salaries and salary increments of any members of the supervising and teaching staffs or other employees, whose salaries are not fixed by the provisions of the act." (NOTE: The law gives no right to decrease, but merely the right to increase salaries and increments.)

"Section 888 then provides as follows:

"§888 *Salaries and increments* 1. A member of the supervising and teaching staff in such schools serving under a schedule which provides for annual increments shall receive for any given year of service the salary and the increment provided in said schedule for the year which corresponds to his year of service, unless his services for the year immediately preceding have been declared by a majority vote of the board of education or board of superintendents of a city, to be unsatisfactory, after opportunity to be heard.

"2. The salary, including the annual increment, to which a present member of such teaching staff shall be entitled under any salary schedule existing on the date of the passage of this act, shall not be reduced by reason of the operation of the schedules of salaries set forth in this article, or by reason of any other provision contained in this article."

"It is to be noted that the statute specifically says that the teacher serving under a schedule which provides for annual increments shall receive for any given year of service the salary and the increment provided in said schedule for the year which corresponds to his year of service. The only exception provided by the statute is where the services of the teacher have been found unsatisfactory. Clearly, there is no implication in the statute itself giving the Board of Education the right to amend the salary schedule previously filed by reducing the

salaries. On the contrary, the implication is that salaries, once fixed, cannot be reduced.

"Furthermore, we feel that it can be argued with considerable force that the filed schedule providing for the annual increment creates a contract between the Board of Education and the teacher, even though the schedule provides for payment of salary and or increment in excess of the minimum prescribed by law.

"It seems to us that when a teacher accepts employment under a filed salary schedule there is held out to him by the Board of Education a promise that if he performs his services satisfactorily he will receive the salary and increment provided for in the filed schedule. In determining whether or not he shall accept employment in the school system in the City of A instead of in the City of B the teacher naturally would, and he is entitled to, rely upon the assurance that he will receive the salary and increment provided for in the filed schedules.

"Also, we feel that it can be argued that, as part and parcel of his contract of employment, the teacher acquires rights in the Teachers Retirement Fund, which rights would be seriously affected by a reduction of his salary, inasmuch as the amount of his pension on retirement is based upon the average salary earned for the last five years of service. The reduction of the salary of a teacher would therefore have the effect of reducing the amount of his pension on retirement, and would be tantamount to divesting accrued rights without due process of law.

"Therefore it seems to us that the action of the Board of Education in amending the salary schedule previously filed by reducing salaries might be successfully opposed by a teacher under service on the ground, first, that the action constitutes an unconstitutional impairment of the obligation of contract, and second, the action constitutes a divestment of accrued rights without due process of law.

"While we have not as yet had opportunity of making an exhaustive study of the question, we do feel that there are substantial grounds, with more than a fair chance of success, for contesting the action of the Board of Education in filing an amended schedule reducing salaries of teachers serving under the already filed schedule."

## Transportation of Pupils Unauthorized

The statute of a state provided that the school board should have the general care of the schools of the district and make and enforce suitable rules and regulations for the general management of the schools and "do all things needful and necessary for the maintenance of prosperity, and success of



the schools of the district and the promotion of the thorough education of the children thereof."

The statutory power, "to secure for all children the right and opportunity to an equal education," does not include or imply the power of furnishing transportation for children. For a school board to have the right to transport children to school it must be expressly provided for by law.

The provision "to secure the right and opportunity of equal education" does not include the power of furnishing transportation, since "to secure the right and opportunity of equal education" does not require that the children should be hauled to school any more than it would require that the school board should clothe them or furnish them with meals. *Township School Dist. of Bates Stambaugh and Iron River Townships v. Elliott, Superintendent of Public Instruction, et. al. (Sept. 2, 1936) 268 N.W. 744.*

### *Teacher's Oath Must Be Part of Contract*

When a statute makes it mandatory that a teaching contract be in writing and at the time of the signing of such contract or for any renewal of a teaching contract a teacher must make and subscribe an oath or affirmation, the contract is invalid unless the oath is a part of the contract.

Teachers were required to make and subscribe the following oath or affirmation: "I do so solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of Michigan, and that I will faithfully discharge the duties of the office of teacher according to the best of my ability, which shall be embodied in and made a part of said contract."

A teacher was given a contract, and on the contract was attached, by a clip, a paper containing the following statement:

"I . . . , a teacher, do hereby certify that I am a citizen of the United States of America, and shall during the time that I am employed as a teacher in pursuance of my contract, faithfully support the Constitution of the United States, the Constitution of the State, and the laws of the United States and of the State of . . . and all the other laws set by lawful authorities.

"I further certify and affirm that I am not in sympathy with any societies, activities or organizations advocating the changing of the form of government of the nation or the laws thereof, by force."

The contracts to which these papers were attached were void and the teachers could not collect

that part of their salary for which they sued. In other words, the board of education, although it was responsible for the form of the contract, was under no obligation to comply with the contract.

The court held that even though the statement, supplied by the board of education and attached to the contract, had been embodied in the contract itself it would not have made the contract a legal one. The teachers really had no contract and such salary as had been paid was unlawfully paid.

The contract to be good must use the exact words (haec verba) provided for in the statute and the oath must be actually embodied in the contract. One of the important principles of school law that should be kept in mind by a superintendent of schools is the fact that where the statute makes a provision for a certain statement to be embodied in a contract it must be complied with in exact form and manner. When the statute requires an affidavit authenticated by jurat, an inclusion thereof must be in the contract as evidence of compliance with the statutory purpose and mandate.

This is another example of the lack of knowledge of certain principles of school law and legal philosophy concerning educational practice that should have been known. *Scalf v. L'Anse Township Single School Dist. (Sept. 2, 1936) 268 N.W. 773.*

### *The Parent May Decide*

When a parent sends his child to a district school, he surrenders to the teacher such authority over his child as is necessary for the proper government of the school and the classification and instruction of the pupils. But the parent does not surrender his right to decide what studies the pupil shall pursue—except those studies required by law.

The parent may select those allowed to be taught in public schools. And the court added in this connection, that a prudent teacher will always pay proper respect to the wishes of the parent in regard to what studies the child should take. But where the difference of view was irreconcilable on the subject, the views of the teacher in that particular must yield to those of the parent.

The parent, by the very act of sending his child to school, does not impliedly undertake to submit all questions in regard to study to the judgment of the teacher. This theory has been questioned in some jurisdictions, but the weight of the authorities substantiate the general theory of the law as stated.

*Morrow v. Wood, 35 Wis. 59, 17 AmR 471 (1847).*

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## BOOK REVIEWS

*Citizenship Education Through the Social Studies*, by ROBERT W. FREDERICK and PAUL H. SHEATS. New York: Row, Peterson and Company, 1936, 312 pages.

Books on social-studies teaching have been largely of two types—one, those so philosophical that they were difficult to translate into practice; and, two, those so concerned with summarizing current techniques that relationships to principles were lost. Dr. Frederick and Dr. Sheats have written a book which combines, as they state it, *a philosophy and a program*.

Their book is practical enough to satisfy the most demanding of those who want to know *how* pupils can be interested in the welfare of man; *how* pupils can be taught the processes of thinking; *how* attitudes can be tested. Yet their book presents the specific examples of "how" in the clear light of a consistent philosophy: that good citizenship equals "interest in the commonweal, guided by the scientific temper, perfected by practice in the promotion of the common welfare." (p. 15)

The authors' suggested division of social-studies content for the six years of the secondary school, while parting company with the conventional sub-

ject-matter divisions, is not set up as the ideal program. "What pupils do with content is more important than the actual topic." (p. 144) Their suggestions of what pupils may do are made in relation to definite sample plans. Teachers will be interested in them and in the sample tests included.

*Citizenship Through Education* should do much to orient teachers into the "new social studies." The readers might wish that it did more in the way of indicating the relationships between the social studies and other subjects of the curriculum, presenting the merits of experimental basic courses in which social studies is a part with English, science, mathematics, and the related aesthetic arts. However, no social-studies teacher can afford not to read what justifiably may be considered the best book in the field of social-studies methods.

H.H.

*New Approach to French*, by EUGENE JACKSON and I. A. SCHWARTZ. New York: Longmans, Green and Company, 1935. xxvi + 381 pages, \$1.44.

The authors developed this book to present simply to high-school and college students the elements of French pronunciation, grammar, and

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reading. The 124 lessons include grammar and reading lessons and reviews to emphasize important topics. There is an introductory chapter on French phonetics for the instructor.

New vocabulary is developed mainly through the reading lessons, and many grammar lessons contain no new vocabulary at all, so that the class can concentrate on grammar. The many illustrations are done in a pleasing modern style.

The pedagogical method of the book is excellent. But upon the type of French construction used, teachers will be divided. Some teachers prefer to give a formal type of French, almost English in its construction. Teachers who want their pupils to learn idiomatic French, and to think in French constructions, will be disappointed. C. M. W.

*Essentials of Distribution*, by PAUL D. CONVERSE. New York: Prentice-Hall, Inc., 1936, 588 pages, \$2.80.

To every informed citizen, the importance of adequate distribution of the products of industry and agriculture to consumers is recognized to be fundamental to any permanent regaining and maintenance, not only of prosperity but even of social health. The volume here reviewed attempts to condense and simplify the principles of market distribution for the use of students and business men.

Naturally it stresses the technical rather than the philosophical and social and general economic implications. It deals with distribution costs, distribution functions, distribution of selected commodities, the operation of various types of middlemen, and the principles of merchandising, salesmanship, sales management, and advertising. It closes with a chapter on business ethics, but a reading of the chapter leaves the reviewer with the feeling that the subject is an illusion; it seems to be part legal restraint and part exhortation and pious hope.

Superficial though it is in its treatment of the social-economic inadequacy of our present processes of distribution in which scarcity and snobishness rather than service are so often of permanent importance under a short-sighted profit economy, this book may well be studied together with more philosophical treatments of the subject. It will supply both the details in which students of the technics of distribution are immersed and an understanding of the psychology of our bourgeoisie.

*The Battle for Democracy*, by REXFORD G. TUGWELL. New York: Columbia University Press, 1935, 330 pages, \$3.

Many American intellectuals have been much disturbed during the past three and a half years



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by what have seemed to them contradictory or impulsive measures involved in the administration's program for economic recovery and social amelioration. Nevertheless, they have remained patient and favorable, on the whole, toward the New Deal largely because of their faith in Doctor Tugwell.

During the presidential campaign of 1932 it was an open secret that many of the proposals put forward and positions taken by Franklin Roosevelt had been outlined by Doctor Tugwell. It was peculiarly those proposals and positions that attracted intellectuals to support Mr. Roosevelt both as candidate and as President. They have felt that so long as Tugwell remained a trusted adviser of President Roosevelt he certainly was aware of the thousands of fragments of plan and accomplishment and that in his mind they doubtless made sense.

Such men welcome, therefore, the volume here reviewed. For in it are reprinted those addresses of the author which seem to him best to present his views and their justification concerning the measures of the New Deal, together with several enlightening and sometimes amusing articles dealing with the political realities of getting work done. Throughout the volume there runs a positive faith that an intelligent solution of the impasse in which the world remains can be and will be found through democratic processes of considered proposals, persuasion, and majority support for a constructive program.

*Men and Women at School—Adult Education.* Prepared under the direction of Associate Superintendent of Schools, William E. Grady. Submitted with the Thirty-seventh Annual Report of the Superintendent of Schools. School Year of 1934-35. City of New York: Board of Education, 1936, 361 pages.

This comprehensive study of a generously conceived and differentiated experiment in adult education is an interim report prepared coöperatively by the administrative and supervisory staffs representing the Board of Education, the State Department of Education, the Emergency Relief Bureau, and the Works Progress Administration.

It contains the original reports of the individual officers who have been in charge of the many aspects of the herculean project: its organization; the divisions of General and Cultural Subjects, of Men's and of Women's Trade and Technical Subjects, of Commercial Education; of Homemaking, of Art for Adults, of Health Education, and of Parent Education; the Adult Education Institutes; the Forums; the Radio; the Neighborhood Teacher; the Youth Movement; the Information and Advisory and Guidance Divisions; Publicity; Teacher Training; Research; Coördination; and Administration.

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### SCHOOL SCIENCE and MATHEMATICS

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who have qualified for work relief, and the student body has consisted largely of unemployed men and women who seek to better their condition, economically, culturally, and spiritually, through continued education. It has been probably the most important attempt made in a large city to solve the many perplexing problems of adult education. "No claims of unqualified success are made in this report," says Superintendent Grady in the Preface. "In fact, this document . . . reveals very frankly the difficult and often disheartening limitations under which the work has been done during a period of growth and transition." Nevertheless, it is on the whole, a recital of unselfish cooperations, compromises and persistency of which every person in education may be very proud.

*Handbook on Character Education*, by R. L. HUNT. Mitchell, S.D.: Educator Supply Company, 1936, 162 pages.

Character, says Dr. Hunt, refers to the fundamental traits of personality. But the two must not be confused; for good character does not depend on the inclusion of all desirable traits. Accuracy, for example, is such a trait, but a man of good character need not be in all respects accurate.

Nevertheless, the author follows the general approach popularized by Charters some years ago. He

would discover those traits or character qualities that seem potentially most valuable for citizenship education, and would then attempt so to arrange the curriculum that these traits may become both ideals and characteristics of each individual. Indeed, he favors a specific curriculum for the attainment of this objective.

If one accepts the author's philosophy he will find in this handbook many valuable suggestions and proposals for the scope and method of such a curriculum. In Chapter VI, "Classroom Helps for Teachers," there are included some eight groups of traits, with concrete exemplification of means for achieving them which have been found successful.

*The Ideal School*, by B. B. BOGOSLOVSKY. New York: The Macmillan Company, 1936, 525 pages, \$2.50.

The author of this tantalizing and stimulating book is the author of a standard work on logic. He is a Russian emigre who has for some years been the Director of Cherry Lawn School, Darien, Connecticut.

Although he has presented his conception of the idealized school in semi-fictional form, the author conceives it to be "a confession of faith, a presentation of an educational and cultural ideal." As Dr. Bagley asserts, in his editorial introduction, it is not

## Appraisal of

# EXPERIMENTAL HIGH SCHOOL PRACTICES

By J. WAYNE WRIGHTSTONE

Progressive educators recognize that a significant and far-reaching reconstruction of secondary education has just begun. Major changes are being made in administration, in methods, and in courses offered. The author of this book presents the results of a controlled and comprehensive evaluation of experimental high school practices. Intellectual, dynamic, and social performance outcomes, representing the many common objectives of the conventional and the experimental curricula, are evaluated by means of tests, both old and new.

Part I describes the trends, philosophies, psychologies, and contrasting curricula—old and new—of representative high schools. Part II presents and interprets in simple, non-technical language and graphs an inclusive appraisal of the old versus the new practices.

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possible to classify Bogoslovsky's conception as either progressive or conservative; he rejects subject-matter boundaries, but he assumes that it is possible to compel pupils to learn.

His ideal school consists of four areas: The universe division wherein the sciences are unified; the civilization division wherein the social studies are integrated; the culture division, including religion, the arts, and esthetic appreciations; and the personality division. In his final chapter, "Dr. Berman's Speech," he states convincingly a justification of his educational conception in terms of democracy and social obligation.

*Unified Physics*, by GUSTAV L. FLETCHER, IRVING MOSBACHER, and SIDNEY LEHMAN. New York: McGraw-Hill Book Company, 1936. 662 pages.

*Unified Physics* has as its theme matter in motion, considering as aspects of motion the motion of large masses, molecular motion, molecular vibration, streaming of electrons, and vibration of electrons. It is organized into thirty-four chapters and not, as possibly the title may suggest, into units of instruction. The subject matter selection is relatively complete, and up-to-date information on significant topics is presented.

Illustrations drawn from pupils' experiences are used rather freely. Two chapters on sound and

music give a novel introduction to the science of musical tones which should be especially interesting to musically minded pupils. Certain sections of chapters and three entire chapters are optional and may be omitted without affecting seriously the coherence of the whole. Completion summaries and extensive lists of problems are provided at the ends of the chapters. The authors have made occasional reference to people and events in the history of science. The methods and attitudes of scientists receive almost no direct attention.—C. W. BARNES

*Essential Traits of Mental Life*, by TRUMAN L. KELLEY. Harvard Studies in Education, Volume 26. Cambridge: Harvard University Press, 1935, 145 pages, \$2.75.

Psychologists inform us that the theory of faculty psychology must be relegated to the past, since the mind is not made up of specific, isolable functions, but rather patterns of behavior. At the same time a considerable literature is being compiled by psychometrists in the way of devising and applying techniques which will analyze out and measure the components of mental life. This monograph represents the latest and most outstanding development in this field.

In a characteristic statement the author assures the reader that the "procedure . . . is so simple that the meaning of what is accomplished should be

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clear to the student familiar with the most elementary mathematics," then immediately plunges into a consideration of involved trigonometric functions of multi-dimensional space. The presentation of the plan is highly technical but the working of a problem is a somewhat routine procedure, aided by forms, formulas, and tables presented.

After presenting the method, a critical analysis is made of procedures proposed and used by other psychometrists. The latter part of the monograph is concerned with an effort (ten notable psychologists coöperating as judges) to select and identify those mental traits which may be considered the components of mental life. PAUL V. WEST

*Reading for Complete Living*, published under the auspices of the Department of English, Central High School, Newark, New Jersey, 1936, 64 pages.

"Whether one reads toward some practical utility or as a way of civilized leisure," says Leon Mones, Chairman of the Department which issues this valuable little pamphlet, "one can derive experiences of growth, profit, social sympathy, and satisfaction. But reading done in obedience to some formal, authoritarian requirements is only too apt to evoke such accompaniment of displeasure as will block its becoming a valid means in a pupil's way of life."

The committee which prepared the booklists have selected with care and insight materials with real appeal to adolescents. They have grouped the titles under significant general headings: Living Intelligently; Living with Others; Living Profitably; Living Nobly; Living Cheerfully; Living with the Past; and Living Imaginatively. Under each of these general topics are sub-divisions which catch the interest of the pupils; those of the first topic, for example, are: Your Personality; Your Health; Your Education; Essays on Living; Using Your Mind; and Writing Your Letters. Titles and authors are given, and inside the back cover are directions for using the library catalog; thereby encouraging the pupils to develop familiarity and skill in using a most significant educational instrumentality.

Quite aside from the immediate value of the pamphlet as a guide for pupils, it will appeal to supervisors as an example *par excellence* of Creative Supervision on the part of the Chairman and Principal concerned.

*Pacific Relations*, by W. G. HOFFMANN, New York: McGraw-Hill Book Company, 1936, 539 pages, \$1.98.

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von Klein Smid in the Foreword, "the interesting position which the United States occupies between the old civilizations of Europe and the older civilizations of Asia is demanding a continually increasing degree of understanding and perspicacity on the part of American people." In this volume, the author, a member of the Los Angeles Public School staff, develops the problems, conditions, and trends among the peoples of the Pacific and the effects on their contemporaries in our own country.

Eight units of work are included, each one presenting materials which are likely to be as new and as interesting to most teachers as to their pupils. Hence, very fortunately, teachers who are so lucky as to use it will get a chance to grow and learn along with their pupils.

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Teachers of all subjects who recognize the importance of knowledge of Pacific relations, and admit

their present lack of exact information may well undertake to recapture the joys of learning by means of this valuable volume.

*The American State and Higher Education: The Legal, Political, and Constitutional Relationships*, by ALEXANDER BRODY. Washington: American Council on Education, 1935, 251 pages.

The scope of this treatise is indicated by its title. Dr. Brody precedes his treatment of his topic with a historical statement regarding European universities and the rise of the political state, and of the institutional pattern of higher education in America. His other chapters deal with the Power of the State Government to Assume the Function of Higher Education, Legal and Administrative Distinctions between the Common School System and the System of Higher Public Education, Methods of State Activity in Higher Education, Formal Status of State Universities, Status of Universities as Statutory Public Corporations, Position of Universities in the Central Administrative Organization of the State Government, Status of Universities as Independent Agencies of the State Government, and the Universities as Quasi-Independent Agencies of the State Government.

The timeliness of this study is self-evident. In America both private and public universities are

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chartered by the state, but Americans are no longer conscious of the reason for this dependence on the government. As Dr. Meredith says in the Foreword of this book:

"In this respect higher education is a new departure in government. It must be remembered that the function of higher education was assumed by the state after its governmental structure was already crystallized. The main reason, however, for the extraordinary position of the university in the American political system was due to the fear of political influence and the desire of the American people to separate the function of education from other functions of government. The problem of assimilating higher education to the political state was accomplished in the following two ways: In some states the administration of the university was provided for in the constitution of the state and its position so entrenched as to make it similar in status to that of an independent branch of government. In these states it may be said that there are four branches of government: executive, judicial, legislative, and a fourth, educational. In other states the university was given a corporate character modeled after the old colonial colleges. The reason for giving such institutions a "private" character was to remove its purely institutional and educational functions from the domain of political

interference. In the former case, modification was made in the fundamental structure of the state; in the latter, a modification in the structural character of the institution."

Because Dr. Brody has so clearly set forth the steps by which the present status of American universities has been reached and has explained that status, this book should interest all university officers and teachers who are not satisfied to take their institutions for granted. One regrets that the restrictions of scholarly research and dissertation preparation have made it impossible for the author to venture into fields of prophecy or program.

*Principles and Techniques of Curriculum Making*, by EDGAR M. DRAPER. New York: D. Appleton-Century Company, 1936, 875 pages, \$3.00.

This very adequate and complete book consists of four parts: An Introduction presenting terms and current problems; Part II, dealing with principles and objectives of education; Part III, treating the unit of work; and Part IV, on administration and organization of curriculum development. The effort of the author is evidently to present definite information and directions whereby curriculum makes may be aided in their programs. The book deserves the large audience that it will doubtless attract.

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